DENISON
UNIVERSITY

CATALOG 2002-2003

Nondiscrimination Policy

Denison University does not engage in discrimination in its educational, student life, and employment policies against students, employees or prospective employees, on the basis of race, color, religion, ethnic or national origin, age, disability, gender, sexual orientation or veteran status.

The University complies with requirements of Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 as amended, the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972, the Veterans Readjustment Act of 1974, the Americans with Disabilities Act of 1990, and all other applicable federal, state and local statutes, ordinances, and regulations.

Please Note

The policies and practices outlined in this publication may be revised, revoked or supplemented at the discretion of the University subject to reasonable time notifications. They are in no way to be considered contractual obligations.

The illustration on the front cover was drawn by Lisa M. Drake.

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History and Purposes

History of Denison

Denison University is an independent residential college of some 2,000 students, 187 faculty members and more than 26,000 alumni. It attracts to its spacious small-town campus a national student body, together with a growing number of international students. Denison is a coeducational community of intellectual excellence and moral ideals.

The Denison of today bears little physical resemblance to the institution in its earliest years, yet there is an important continuity from those times to the present. From its beginning, the College has been committed to serving society's need for education. It has endeavored to be, in the words of its first trustees, "a useful institution suited to the wants, and calculated to promote the welfare, of a rapidly growing and free country."

Founded in December 1831 by the Ohio Baptist Education Society, the school was originally known as the Granville Literary and Theological Institution; it held its first classes in the local Baptist church. A year later it was able to move to its intended farm site a mile west of the village, and its first three students were graduated in 1840. The name was legally changed to Granville College five years later. By 1854 the trustees had agreed not only to move the school to the present site on a hill overlooking the village, but also to name it Denison University in honor of William S. Denison, a resident of neighboring Muskingum County who had pledged $50,000 to a crucial endowment campaign.

By the term "university" the trustees then meant that Denison would offer several different courses of study, including work in the sciences leading to "the degree of Bachelor of Science, already adopted in some of the Eastern colleges." Graduate programs leading to a master's degree were adopted in 1887, but by the late 1920s Denison became, by choice, solely an undergraduate institution.

Coeducation came about gradually as well. In December 1832 Granville saddler Charles Sawyer had founded the Granville Female Seminary on what is now Denison's Lower Campus. In 1861 those buildings were sold to the Young Ladies' Institute, a two-year-old Baptist-sponsored enterprise, and by 1866 some Institute women were welcomed in classes "on the hill." Renamed Shepardson College for Women in 1886 at the retirement of the Institute's beloved president, the Rev. Daniel Shepardson, this old "Upper Sem" became part of Denison University in 1900. In 1927 the two were merged under one board of 36 trustees.

Denison University Mission Statement

Our purpose is to inspire and educate our students to become autonomous thinkers, discerning moral agents and active citizens of a democratic society. Through an emphasis on active learning, we engage students in the liberal arts, which fosters self-determination and demonstrates the transformative power of education. We envision our students' lives as based upon rational choice, a firm belief in human dignity and compassion unlimited by cultural, racial, sexual, religious or economic barriers, and directed toward an engagement with the central issues of our time.

Our curriculum balances breadth with depth, building academic specialization upon a liberal arts foundation in the arts, the sciences, the social sciences and the humanities. Responsive to new ways of learning, we continue to develop interdisciplinary integration of the many forms of knowledge. While our students pursue specialized learning in their chosen majors, they also develop the framework for an integrated intellectual life, spiritually and morally informed.

Our faculty is committed to undergraduate education. As teacher-scholar-advisers, their principal responsibility is effective teaching informed by the best scholarship. Faculty members place a priority on close interaction with students, interactive learning, and partnerships with students in original research. Our low student/faculty ratio allows for close supervision of independent research and collaborative work in small groups and classes.

We seek to ensure an ever-broader range of racial, ethnic, international and economic backgrounds in a student body of about 2,000 students. We offer different kinds of financial aid to meet the different needs of our students.

The focus of student life at Denison is a concern for the whole person. The University provides a living-learning environment sensitive to individual needs yet grounded in a concern for community, in which the principles of human dignity and ethical integrity are paramount. Students engage in a wide range of co-curricular activities that address the multidimensional character of their intellectual and personal journey.

Denison is a community in which individuals respect one another and their environment. Each member of the community possesses a full range of rights and responsibilities. Foremost among these is a commitment to treat each other and our environment with mutual respect, tolerance and civility.

Approved by the Board of Trustees of Denison University April 24, 1999

Accreditation and Recognition

Denison is accredited by the Commission on Institutions of the North Central Association of Colleges and Secondary Schools, which was formed in 1913. NCA is located at 30 North LaSalle St., Chicago, Ill. 60602 (Ph. 312-263-0456). Denison is certified by the Ohio Board of Regents to grant three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts.

Denison's program in Education is approved by the State of Ohio Board of Education, and the American Chemical Society accredits the program in chemistry (see page 46).

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

Denison is a member of the Great Lakes Colleges Association, the Association of American Colleges and Universities, the Ohio Colleges Association, the Association of Independent Colleges and Universities of Ohio, and several additional national and state associations.

Housing and Residential Life

Denison is a residential college and seeks to preserve that aspect of its liberal arts experience. Living within University residence halls is an integral and expected component of each student's Denison experience.

)enison at a Glance

/pe of College: Coeducational, residential, four-year independent college of liberal arts and sciences

)unded in 1831.

)cation: Granville, Ohio, 27 miles east of Columbus

ampus size: 1200 acres with a 350-acre Biological Reserve

:ademic year: Semester system

)urses of study: 43

ummer Scholar Program: 96 students

)tional May Term: Internships and travel seminars

:grees offered: B.A., B.S., B.F.A.

ti Beta Kappa chapter: Established 1910

/erage class size: 20; Student/teacher ratio: 11:1

tal full-time equivalent faculty: 187

tal undergraduates: Approximately 2,000

tal alumni: 26,000

ndowment and similar funds: $426,000,000

The Academic Program

The concept of liberal arts embodies certain fundamental goals, among them breadth, depth, and independe thinking. Our commitment to a broad liberal arts education is expressed in the form of General and Maj Requirements designed to structure the student's pursuit of these educational goals. Breadth refers to a set experiences that introduces students to a wide range of content and modes of inquiry, offers a broad exposu to human culture, and cultivates a more informed understanding of our world from many perspectives. Dep refers to the development of the higher-order intellectual competencies that come primarily from the intensi study of a particular discipline, principally from the pursuit of a major. Independent thinking denotes t development of the capacity, embodied in the "liberal" or "free" person, to challenge assumptions and create new ideas and meanings.

Departmental and Interdepartmental Majors

The Denison faculty believes the achievement of some competence within a particular field or in combin fields or some study of a particular issue or problem in depth is essential for an educated person. For son majors this may require completion of a comprehensive examination or culminating learning experience. discussions with their advisers, students should look ahead to possible majors and make their choices befo entering the junior year.

Art History (see page 29)
Art Studio (see page 23)
Biochemistry (see page 46)
Biology (see page 34)
Black Studies (see page 41)
Chemistry (see page 46)
Cinema (see page 53)
Classical Civilization (see page 56)
Communication (see page 58)
Computer Science (see page 65)
Dance (see page 69)
East Asian Studies (see page 74)
Economics (see page 79)
Education (see page 86)
Educational Studies (see page 86)
English Literature (see page 94)
English Writing (see page 94)
Environmental Studies (see page 101)
French (see page 109)
Geology (see page 114)
German (see page 118)
History (see page 123)
International Studies (see page 138)
Latin (see page 56)
Mathematics (see page 147)
Media Technology and Arts (see page 150)
Music (see page 153)
Philosophy (see page 162)
Philosophy, Politics and Economics (PPE) (see page
Physical Education (see pag
Physics (see page 177)
Political Science (see page 1
Psychology (see page 192)
Religion (see page 200)
Sociology/Anthropology (see page 205)
Spanish (see page 211)
Theatre (see page 214)
Women's Studies (see page

The Individually Designed Major

A Denison student may design his/her own major. Approval of a proposal for a major will be based on t following criteria:

At least 20% of the total number of hours taken by the student must be in the program declared as a major.

While there is no upper limit on the total number of courses which may be taken in an individually design major, a student may take no more than 40 hours in one department for the BA and BS degree.

The choice of the individually designed major is subject to the approval of the adviser and the Acadeı Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they dec necessary. n The major should include at least five courses that are other than directed or independent studi The major should also include at least one directed or independent study suitable to the area of the propos program.

Individually Designed Majors approved in the last few years include the following titles: "The Psycholo of Speech," "Science and Human Values," "American Subcultures," "Japanese Studies," "Religion and Po tics," "Philosophies of Science," "Cultural Ecology," and "Third World Studies: Latin America," "Journalis Photography and Videography," and "Health Education."

udents wishing to design their own majors should consult with the registrar early in their Denison careers.)proval for the proposal must be completed by May 1 of the student's sophomore year.

he Minor

student may undertake a plan of study for a minor. Most departments offering majors, as well as several ar- s of concentration, have developed a minor program. Areas with minors approved by the Academic Affairs)uncil are as follows:

rt History (see page 23)
rt Studio (see page 23)
stronomy (see page 33)
iology (see page 34)
lack Studies (see page 41)
hemistry (see page 46)
inema (see page 53)
lassical Civilization (see page 56)
ommunication (see page 58)
omputer Science (see page 65)
ance (see page 69)
ast Asian Studies (see page 74)
Economics (see page 79)
Educational Studies (see page 86)
English (see page 94)
Environmental Studies (see page 101)
French (see page 109)
Geology (see page 114)
German (see page 118)
History (see page 123)
Latin (Classical) (see page 56)
Mathemathics (see page 147)
Music (see page 153)
Philosophy (see page 162)
Physical Education (see page 170)
Physics (see page 177)
Political Science (see page 182)
Psychology (see page 192)
Religion (see page 200)
Sociology/Anthropology (see page 205)
Spanish (see page 211)
Theatre (see page 214)
Women's Studies (see page 220)

ch department determines what constitutes a minor in its program within the following guidelines:

A minor shall have two-thirds the number of courses that are required for a major, or no fewer than 19 ·dit-hours.

There shall be structure for the minor as determined by the department. In other words, a minor shall not made up of randomly selected courses.

If possible, a department shall have some special requirement for students electing the minor, such as ·ticipation in the senior seminar, special comprehensive examination questions, or similar requirements ·responding to the requirements for the major.

cording to the Academic Affairs Council, no department or program is required to develop a program of nors.

he Concentration

nison University also offers concentrations in a few unique areas. A concentration is a collection of courses ·scribed by the faculty on a particular topic or theme. It complements a major field of study and is affixed hat major on the student's official transcript.

ncentrations are offered in the following areas: Geophysics, Latin American and Caribbean Studies, Neu- cience and Queer Studies. Students interested in these fields should talk with appropriate faculty soon after y have begun their Denison careers.

raduation Requirements

·n 127 semester hours of credit;

·n a cumulative grade-point average of at least 2.0, both overall and in the major and minor fields;

:e approximately 13 courses from a variety of areas of knowledge as a part of the General Education gram;

jor in some area - either in a department, a program, or an individually-designed area;

Successfully complete a comprehensive experience in certain major fields;

Reside at Denison for the two semesters of the senior year. To be a candidate for a Denison degree, a stude must complete at least one-half of the required 127 credit hours in residence at Denison. To satisfactori complete a major at Denison, at least one-half of the credit hours that fulfill major requirements must b completed in residence at Denison. To satisfactorily complete a minor at Denison, at least one-half of th credit hours that fulfill minor requirements must be completed in residence at Denison. Generally, all studen except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters residence at Denison. Exceptions to these requirements may be made by the Registrar's Advisory Boar A course taken "in residence" is defined as any course scheduled by the Denison registrar and taught o the Denison campus, or any course scheduled by the Denison registrar and taught off-campus by a fu time Denison faculty member. This policy prescribes a university-wide minimum residence requiremen individual departments may have stricter requirements.

Please note that qualifications and further clarification of these requirements appear in various followi sections. These requirements apply to all students, unless otherwise noted in the following sections. No exceptions, in particular, for Bachelor of Fine Arts candidates.

Assessment of Academic Programs

Under the guidelines set forth by the North Central Association of Colleges, Denison is establishing a set programs to evaluate the achievement of our educational goals. These programs will continually assess t outcomes of student learning in terms of the stated objectives of the general education program and the maj

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts degree who majors in one department must successfully complet minimum of 24 semester-hours of work. The maximum number of credit hours which may be taken in t major by the end of the junior year is 32. Hours in the major in excess of 32 at the end of the junior year w not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in the cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, suit individual needs as to depth and breadth of study.

Bachelor of Science

A candidate for the Bachelor of Science degree may pursue coursework in any of the following fields: A tronomy (see page 33), Biology (see page 34), Chemistry (see page 46), Biochemistry (see page 46), Geolo (see page 114), Mathematics (see page 147) or Computer Science (see page 65), Physics (see page 177), a Psychology. (see page 192)

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major fi and specified related area requirements. At least 24 hours must be earned in the major field.

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts degree will major in studio art (see page 23) or theatre (see pa 214) and is required to take a minimum of 40 credit hours in that major. The program will be planned wit departmental adviser.

cluding two First-Year Seminars (see page 108), candidates for the B.F.A. degree are required to complete ccessfully a minimum of 16 hours credit from General Education courses outside the fine arts, including e General Education course in each division of the sciences, social sciences, and humanities. In addition, student will take a minimum of 15 credit hours from the following areas, other than the major area of ncentration: art history, (see page 23) dance (see page 69), music (see page 153), theatre (see page 214), nema (see page 53), and studio art (see page 23). With approval of the major department chairperson, a urse in creative writing might also be used. BFA candidates in Theatre (see page 214) and Studio Art (see ge 23) may be required by their departments to fulfill additional general education requirements.

ouble Degrees

enison students may earn two degrees during their undergraduate career. For further information, contact e Registrar.

eneral Education Requirements

life based on rational and humane self-determination, to which all liberal education aspires, requires those lls and understandings of ideas, principles, and methods most common to the major realms of modern owledge

recognition of this need, Denison offers a program of General Education. Students must take certain courses m this program regardless of major field. It is designed to expose the student to broad areas of knowledge t should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

some cases courses from the General Education area must be taken in the first or second years. Furthermore, ce we are eager to build on the academic work students have done before coming to Denison, students may her waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

rst-Year Program Seminars Requirement: 2 courses

ull description of the First-Year Program Seminars is available (see page 108).

xtual Inquiry:

course that has as its primary focus the close analysis and interpretation of one or more texts. Courses that fill this requirement will have as their primary focus text or texts considered in relation to antecedents, ting and rhetorical strategies.

itical Inquiry:

course in which students will critically analyze philosophical and religious questions central to the heritage Western and non-Western civilizations. Courses that fulfill this requirement will challenge students to ond critically to questions and assumptions central to human existence, issues that traditionally have upied a central place in the philosophical and religious heritage of Western and non-Western civilizations.

cial Inquiry:

course that introduces the social-scientific study of political, social, or economic issues in the modern ustrial world. Courses that fulfill this requirement will consider methodological and conceptual issues damental to the paradigm(s) in the discipline.

Scientific Inquiry:

Three courses, including one in the life sciences (Biology (see page 34) or Psychology (see page 192)) a one in the physical sciences (Astronomy (see page 33), Chemistry (see page 46), Geology (see page 11 or Physics (see page 177).) The third science course can be an additional one-semester course in a life physical science; it can be an appropriate one-semester college-level course in the Mathematical Sciences; it can be a cross-disciplinary science course.

Artistic Inquiry:

Two courses in Studio Art (see page 23), Art History (see page 23), Dance (see page 69), Music (see pa 153), Theatre (see page 214), or Cinema. (see page 53) This requirement can be fulfilled with approved stud or "participatory" courses. Use of accrued "participatory" credits to satisfy this requirement must be do in consultation with the appropriate departmental chairperson and the Registrar. For example, one Artist Inquiry may be fulfilled by completing two dance (see page 69) technique courses or three semesters private music lessons (same instrument) or three semesters of a music ensemble (same ensemble).

Minority/Women's Studies:

A course that focuses on some aspects of the experience, identity, and contributions of women and minor groups in 20th century America. Oftentimes, these courses will explore the nature and effects of discrimin tion against women and minority groups in America and/or the ways in which historical factors have shap women's and minorities' participation in American life.

Foreign Language:

There are a variety of ways to demonstrate the required skill in foreign language.

(1) You receive credit and waiver for the language requirement if you score 700 or higher on a College Bo Achievement Examination in any foreign language.

(2) You receive credit and/or waiver for "adequate" performance on a College Entrance Examination Bo Advanced Placement Test. "Adequate" performance is determined by the department.

(3) Denison requires that every student complete the first three semesters or the equivalent in one forei language. All entering students who have studied a foreign language must take the appropriate placement t during the orientation period. If a student intends to continue a language begun in high school or for wh there was other preparation, the placement test determines how many, if any, semesters of that language necessary.

n appropriate course from at least two of the three following categories:

merican Social Institutions:

course that focuses on one or more social structures or institutions in America and the principles that shape em. Usually, courses fulfilling this requirement will investigate how American society has formed particular uctures and institutions - identifying their origins, powers, consequences, merits, defects and potential for ing changed.

Vestern Studies:

course that focuses upon one or more aspects of the origins and development of Western Civilization rough the nineteenth century.

on-Western Studies:

course that investigates the historical, aesthetic, religious, social, political, economic, or ecological founda- ns and accomplishments of a human society outside the West. Courses fulfilling this requirement will strive develop an awareness of the nature, causes and consequences of cultural diversity among the populations the world.

ral Communication Requirement:

ficiency is required and may be demonstrated by passing a special test administered to first-year students the Communication Department (see page 58)or the Department of Theatre (see page 214). First-year dents are strongly urged to take this test. Students who do not demonstrate proficiency through the test y take one of the following courses to fulfill the requirement: Communication 101, 221, 222, 223 or 228; eatre (see page 214)121, 123.

ease Note:

ly two courses from any single department can be used to fulfill the General Education requirements. course as referred to above may be for either three or four credit hours.

ndidates for the B.A. degree are permitted no more than 32 hours in the major by the conclusion of the ior year. Hours in excess of 32 at the conclusion of the junior year will *not* normally be counted toward duation.

ndidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit in neral Education outside the fine arts, including at least one General Education course from each division: ences, social sciences, and humanities.

ducational Planning and Advising

ch incoming student is assigned a faculty adviser who counsels the student in planning his or her academic gram. Frequently, the faculty adviser will be an instructor in one of the student's courses in the first nester.

a student's major and vocational goals become more clearly defined, it is likely that the student will wish change to another adviser more familiar with those developing interests. Students may, with the consent of new faculty adviser, change the officially listed adviser at any time. All changes must be reported to the ice of Academic Support.

During the first year of residence, a student is urged to begin planning his or her own program of stu
This program should be suited to the student's particular needs, interests, life aspirations, and career pla
The various academic departments and the faculty adviser, as well as the offices of Student Affairs, Car
Services and Academic Support, will assist students with the planning process.

Good educational planning, based on Denison's tradition of liberal education, should include consideration
educational objectives relating to career plans and personal developmental goals, analysis of high school a
first semester Denison experiences and discoveries, course work and off-campus programs being consider
and a tentative choice of major. The student should discuss these issues with his/her faculty adviser.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity
Denison in their early years on campus. Modification of academic goals, vocational plans, and prospecti
majors is common, and students should not preclude from consideration any particular range of educatio
alternatives.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Independent Studies, Senior Research, a
Honors Projects. These are explained below.

Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Direc
Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully tha
possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Stu
should not duplicate a course that is regularly offered. A student who wishes to elect a Directed Study m
submit to the Registrar a typed proposal with appropriate departmental approval no later than the first Fri
of the semester. Directed studies are normally taken for 3 or 4 credits. The form required for Directed Stud
can be obtained from the Office of the Registrar.

Independent Study

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student m
employ skills and information developed in previous course experiences or may develop some mastery
new knowledge or skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agr
to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at
time of registration and meet certain criteria.

The chief distinction between this option and other options for individual study is that an individual facu
member works with the student only prior to the initiation of the study (or at its very beginning) and at
completion of the study. A student may propose an extensive independent project up to the equivalent
a full semester's work. An Independent Study project that constitutes a student's total academic load i
given semester may be done either on or off the campus. Any proposal or combination of proposals to
independent work carrying more than four credit hours must be submitted to the Academic Affairs Coun
Examples of Independent Studies approved recently include: "An Existential Search for Religion," "Gene
of Sarracenia," "Internship at Warner Amex Qube," "Creativity and the New York Musician," and "Behavio
Studies of the Primates of the Peruvian Amazon."

nior Research

student may enroll for Senior Research in his or her final year at Denison. Normally, senior research uires a major thesis, report or project in the student's field of concentration and carries eight semester- irs of credit for the year. It may be converted to an Honors Project, with the approval of the faculty sponsor the project, if application is made prior to the fifth week of the second semester. Semester hours of credit Senior Research shall not be counted toward the maximum hours allowed in the student's major. The form uired for Senior Research can be obtained from the Office of the Registrar.

nors Project

y senior whose record shows at least a 3.4 grade-point average and who has earned the recommendation his or her department may undertake a two-semester Honors Project in a specific topic related to his or major field. Such a study must be recommended by the student's academic adviser and the departmental irperson and be approved by the Academic Affairs Council. If completed successfully, an Honors Project ns eight credit hours toward graduation and the possibility of graduation with Honors. Please note carefully explanation on the next page dealing with Graduation with Honors. The form required for Honors Projects y be obtained from the Office of the Registrar.

ecial Academic Honors

e Dean's List

tudent earning a superior academic average is placed on the Dean's List. Notice of this accomplishment is t to the student's hometown newspaper(s).

ademic qualifications for inclusion on the Dean's List require that a 3.5 academic average be maintained the semester, with no D's, F's, U's, I's, W's, WD's, WF's or WP's, and that a minimum of 12 academic irs be completed for a grade.

i Beta Kappa

e Denison University chapter of Phi Beta Kappa was established in 1910. Election to Phi Beta Kappa es place during the second semester of the senior year and is based primarily on a record of outstanding demic achievement. Election is also possible during the second semester of the junior year for a student ose academic record is truly exceptional.

aduation With Honors

tudent who meets the general college requirements and the particular requirements for any one of the ve degrees may graduate with Honors. There are three levels of Honors.

ghest Honors - Summa Cum Laude

s highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and re- e an A grade on their honors project and the recommendation of their major department (or appropriate mittee in the case of an interdepartmental major).

gh Honors - Magna Cum Laude

s second highest distinction is accorded to students who earn a cumulative grade-point average of 3.6 and ive an A grade on their honors project or who earn a cumulative grade-point average of 3.8 and receive a

B grade on their honors project. The recommendation of the major department, or appropriate committee the case of an interdepartmental major, also is required for graduation with High Honors.

Honors - Cum Laude

This third distinction is accorded to students who earn a cumulative grade-point average of 3.6 and rece the recommendation of their major department (or appropriate committee in the case of an interdepartmen major) or earn a cumulative grade-point average of 3.4 and receive an A or B on their honors project and recommendation of their department or appropriate committee.

Please note: The grade point average for honors is computed on the last six or eight semesters, whiche is higher. Departments will explicitly state, late in the second semester of the senior year, that the studen recommended for honors with no qualifications. This recommendation will be based in part upon the studer performance in departmental and related courses, and in part on his or her having exhibited an outstandi breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate p of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes recommendation.

President's Medals

Each spring at the Academic Awards Convocation the President awards special medals to outstanding gr uating seniors who have made especially good use of their undergraduate education and have contribu substantially to the community. The range of accomplishments the President seeks to acknowledge and ho are comparable to those associated with the winners of a major national scholarship such as the Rhodes Marshall. The preeminent criterion for receipt of a President's Medal, Denison's most prestigious award academic achievement. In addition, candidates must embody some combination of the following: servic the community, contribution to the arts, enlargement of the community's global perspective, athletic fitn and achievement, leadership ability and contribution to community discourse.

Registration

Registration

Registration is the formal enrollment in the College. In registering, the student subscribes to all the regu tions, terms, and conditions - academic and financial - set forth in this Catalog. A student must, therefo confirm registration in person during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester hours of credit per semester. This total should include the appropri requirements. The normal academic load enables a student to meet the graduation requirements within ei semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one cou a semester for which no credit may be claimed.

educed Registration

is classification is recommended for a student who for any reason cannot carry a normal schedule satisfac-ily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit urs and be asked to devote an extra semester to fulfill the graduation requirements. Without special permis-n from the appropriate Dean, 12 hours shall be minimum registration for any regular student. With special mission a regular student may register for 9 to 11 credit hours. Continued use of the reduced registration ion could have ramifications for financial aid eligibility.

cess Registration

e payment of tuition for fall or spring semesters of any given academic year entitles a full-time regular nison student to 18 credit hours in that semester. See Annual Cost section of Catalog for the fee, billing, l payment arrangements if taking more than 18 hours in any semester. With extenuating circumstances and dences of careful planning, a student may petition twice during the Denison career to take 20 hours and ive the excess hours fee. Any such request must be made prior to the beginning of the semester in question.

ditional Credit

tudent may request, with the consent of the instructor, to take a course for an additional hour of credit. The ure of the additional work that the student must do in order to receive the additional credit, and how that rk will be evaluated, must be clearly outlined in the petition. Usually instructors award one grade, but may ose to assign different grades to the regular course and the additional project.

tudent whose petition for additional credit is granted may not ask to drop that credit after the deadline for pping courses has passed.

rtial Registration

egular student, with the permission of the appropriate Dean, may take a part-time schedule of eight or er academic semester hours of credit. A part-time regular student may pay by the credit hour and must y eight hours or fewer. Regular students carrying more than eight hours are counted by the University as -time students and must pay full tuition. A full-time student normally carries 15 to 16 hours. For students financial aid or scholarship, a minimum registration of 12 hours is required.

ecial Registration

cial registration is open to persons living within commuting distance of the campus, certain foreign stu-ts who wish to take for credit or to audit certain courses of special interest but who are not degree can-ates, and to certain graduates wishing to take post-graduate work. A special student may not register for e than 8 credit-hours of academic work except by permission from the Registrar's Advisory Board. A cial student desiring credit must submit appropriate credentials to the Office of Admissions. If after one ester a special student has failed to maintain a 2.0 average, his or her special standing can be terminated.

anges in Registration: Adding of Courses

tudent may add courses or credits to his or her registration during the first two weeks (10 class days) semester. The student should consult with the adviser and must have the consent of the instructor. The ropriate documentation must be filed promptly.

Changes in Registration: Dropping of Courses

A drop of a course or credit may be permitted through the end of the fourth week of classes by submitt to the Office of the Registrar a properly completed change of registration form. During the first colleg semester, first-year students may drop a course until the conclusion of the ninth week. Please note that exc hour fees and applied music lesson or other course fees are not refunded after the fourth week in the cas a student withdrawing for any reason from a course or from the University. Change of registration after stated deadlines requires action of the Registrar's Advisory Board. The decision of the Registrar's Advis Board is final.

Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to resp properly to University official's notices regarding the problem shall be withdrawn from all preregiste courses. Such withdrawal carries with it financial forfeitures of 50 percent of all fees due. Appeal of action shall be to the Registrar's Advisory Board and, with a resulting decision of reinstatement, norm carries a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

Statement of Petition Policy

On the advice of the Registrar, students may petition the Registrar's Advisory Board for exceptions to ru concerning academic policies and procedures. However, the Board will consider only those petitions are submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy deficiency by suitable re-scheduling or other appropriate action. The decision of the Registrar's Advis Board is final.

While for some students the interpretation of this statement may mean that they will need to submit t petitions a year or more in advance of graduation, for all students it will mean that petitions relating to successful completion of the requirements for graduation will not ordinarily be accepted after 4:30 p.m. of last day of classes in the semester immediately preceding the student's last semester at Denison. Specific no petitions by seniors seeking substitutions or waivers of General Education requirements will be entertai after this deadline.

Attendance Policy

It is expected that students will attend and participate in all regularly scheduled classes. If a class is miss for any reason, the student is responsible for determining what occurred in the missed class. Absence fr a class will not be accepted as an excuse for not knowing class material. The student is responsible for information, discussion, and conceptual analysis that take place during classes. Absenteeism may resul the reduction of one's final grade.

Academic Dishonesty

Every Denison student is expected to know and uphold University standards in matters of academic hone Students who practice academic dishonesty assault their own integrity as well as that of the University. havior which is in direct violation of these standards is discussed in the student handbook. Each Deni student is expected to be familiar with this policy. Please note that violations may result in suspension expulsion from the University.

Student Classification

Classification of students is determined by the amount of academic credit earned.

First-Year Standing - A student is classed as a first-year student unless he or she is deficient in more than one unit of preparatory work.

Sophomore Standing - A student must have earned 26 semester-hours of credit.

Junior Standing - A student must have earned 60 semester-hours of credit.

Senior Standing - A student must have earned 90 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) and in good academic standing shall be eligible to participate in all college and intercollegiate activities. The student whose scholastic record falls below a 2.0 average will not be permitted to participate in intercollegiate athletics.

First-year students are eligible to participate in intercollegiate athletics during their first semester.

Credit Earned by Advanced Placement Testing

Incoming First-Year students and Transfer students who score a 5 or a 4 on a College Entrance Examination Board Advanced Placement Examination may receive academic credit for their scores.

Incoming First-Year students and Transfer students should claim such earned Advanced Placement credit within one semester of enrolling at Denison. Beyond this one-semester time limit, re-testing or other similar certification procedures may be required.

Recognition of Credit Earned Elsewhere

Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit within 90 days of the course completion. Students considering off-campus work for Denison credit (especially summer school work) must confer with the Registrar prior to enrolling elsewhere. Credits earned in disciplines other than those in the Denison curriculum or at levels deemed inappropriate for Denison credit will not noormally be accepted. The courses must be completed with grades of "C" or better in order to be considered for transfer credit. The University has no obligation to award transfer credit for coursework that has not been approved in advance. Coursework completed in non-traditional fashions such as distance learning formats, web-based formats, and SCAP experiences, may be subject to review by the Registrar and the departmental chairperson of the discipline in which credit is being sought.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not award credit for work below "C" on transfer from another institution. Students who have received the prior approval of the Denison Off-Campus Study Office will have their grades earned at the program site appear on their Denison record. The grades will not be included in GPA calculations.

Withdrawal From the College

To withdraw from the school a formal report must be signed by the instructor and the student's adviser and presented to the Registrar. No record of performance levels will be made if a student receives permission to

withdraw from school before the end of the seventh week of classes. A student who withdraws from school without official permission will receive a grade of F (failure) on his or her permanent record. Petitions for exception must document unusual circumstances, and such petitions are submitted to the Registrar's Advisory Board.

In addition, a student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the Associate Dean of Student Affairs and arrange for an official withdrawal. No performance grades will be recorded if a student withdraws from the college before the end of the seventh week of classes; however, grades of "W" will be recorded. Except in cases of illness and/or exceptions granted by the Registrar's Advisory Board, grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison after the seventh week of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll or re-enroll any student.

Withdrawal from the University at any time is official only upon written notice to the Office of Student Affairs. A request to the Registrar for a transcript or failure to participate in room lottery is not considered withdrawal from the University.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled in order to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. First-year students register early by personal conference on campus, by telephone conference, or by mail in the summer preceding entrance to Denison. All students registering by mail must consult with an academic adviser before beginning to attend class.

Registration

The student's Personal Data Form must be deposited at the designated location for the use of the Office of the Registrar. In submitting this form, the student confirms that satisfactory financial arrangements have been made with the Cashier's Office and that he or she has properly registered for courses.

Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

A+	4.0 for each credit-hour.
A	(Excellent) 4.0 for each credit-hour.
A-	3.7 for each credit-hour.
B+	3.3 for each credit-hour.
B	(Good) 3.0 for each credit-hour.
B-	2.7 for each credit-hour.
C+	2.3 for each credit-hour.

C (Fair) 2.0 for each credit-hour.
C- 1.7 for each credit-hour.
D+ 1.3 for each credit-hour.
D (Passing) 1.0 for each credit-hour.
D- .7 for each credit-hour.
F (Failure) 0 for each credit-hour.
I (Incomplete)
S (Satisfactory) 0 for each credit-hour.
U (Unsatisfactory) 0 for each credit-hour.
WD (Withdraw)
WF (Withdrawn Failing)
WP (Withdrawn Passing)
CR (Credit) 0 for each credit-hour.
NG (No Grade Reported).
WV (Waiver of Course or Requirement).

R (Progress) Course in progress (usually final mark is to be determined at conclusion of course sequence).

us or minus grades given before the fall semester, 1976-77 are not reflected in the grade-point averages.

ıcomplete Grade

ı incomplete grade in a course may be granted only with permission from the Registrar's Advisory Board. ıe student shall petition the Board, giving the reasons for the desired extension of time. The statement must signed by the instructor of the course and the student's adviser. All such requests must be submitted prior the last day of scheduled classes for the semester. Should a request for an incomplete grade be granted, mpletion of the work must be accomplished by the end of the sixth week of the following semester, or any ıe previous, as prescribed by the instructor.

ıtisfactory/Unsatisfactory Evaluation

ıiors and Seniors may elect to take one course per semester on a satisfactory/unsatisfactory basis with the ıtual agreement of the instructor and department chairperson involved. Courses in the major or minor field ınot be completed on an S/U basis unless it is the regular grading method for that particular course. A few ırses are offered to everyone on an S/U basis, and such courses are not included in this restriction.

partments reserve the right of refusal of the S/U grading pattern for courses fulfilling General Education uirements. It should be further understood that the student should perform at a level equivalent to a "C" ıbove in order to receive a grade of "S". Grades of "C-" and below will automatically be recorded as "U". dents must decide by the fifth week of the semester whether or not to take a course on an S/U or grade is. After that time the grading basis cannot be changed.

ademic Probation/Suspension modified

en a student's academic performance is less than what is minimally expected by the University, he or will be placed on Academic Discipline. The following designations are used by the University in such ances.

demic Probation occurs when a student's cumulative average is less than 2.00. Students placed on Aca- ic Probation are expected to be in good standing within two semesters.

tinued Academic Probation is designated when a student previously on Academic Probation has been essful in removing a portion of the deficiency but not the entire deficiency. Students on Continued Aca- ic Probation are expected to be in good standing by the conclusion of their next semester.

Suspension occurs when a student earns less than a 2.0 semester average while on Academic Probation or Continued Academic Probation. A student may also be suspended when he or she fails to gain good standing after being on Continued Academic Probation. Performance of less than 1.0 for the semester will result in suspension regardless of the student's cumulative average.

Deferred Suspension occurs when a suspended student has been reinstated. Students on Deferred Suspension will be given conditions that must be fully met during the next semester in residence in order to remain eligible for enrollment. For procedures for seeking deferred suspension, please see "Eligibility for Re-enrollment." Students who have a quality point deficiency in excess of -8.0 may be placed on deferred suspension even though they fit the criteria listed above. Such judgments are made by the Registrar's Advisory Board and are done as an effort to assist the student to regain good academic standing. Sophomore and junior students on Academic Probation at the end of the academic year shall be readmitted for the fall semester only through petition to - and favorable action by - the Registrar's Advisory Board. This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit hours earned. These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record or work taken at some other accredited college or university, or can present evidence of a maturing nonacademic experience, may petition the Registrar's Advisory Board for reinstatement. In nearly all cases, a student is expected to demonstrate some degree of academic improvement by taking course work elsewhere. The petition must be submitted to the Office of the Registrar at least 14 days before the opening day of classes. Should the student be readmitted, he or she must meet all the conditions of the Registrar's Advisory Board or face suspension again.

A former student who was in good academic and social standing when he or she left the College may be readmitted to Denison by writing to the Office of Student Affairs and by repayment of the enrollment deposit.

Matriculation Requirement

To be a candidate for a Denison degree a student who enters Denison as a first-year student must complete at least 64 credit hours of the required 127 at Denison, and a transfer student must complete a minimum of 64 semester hours of the required 127 at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison. Exceptions may be made by the Registrar's Advisory Board.

Special Student

A special student may normally not register for more than 8 credit hours of academic work except by permission from the Registrar's Advisory Board. A special student desiring credit must submit appropriate credentials to the Office of the Registrar. If after one semester a special student has failed to maintain a 2.0 average his or her special standing may be terminated.

Commencement Exercises

Commencement Exercises are held annually at the conclusion of the spring term. In order to participate in Commencement Exercises, the student must have completed successfully all requirements for graduation. No exceptions are granted to this regulation.

ibrary, Computing Services and Information Resources

s a member of the Five Colleges of Ohio consortium, Denison University offers access through a combined ıline catalog to a collection of over 1.2 million volumes. The automated catalog can be reached from com- ıters anywhere on campus via the campus network. Other consortial features available to students, faculty ıd staff include daily delivery service among the campuses and shared electronic databases. Denison is a ember of the OhioLINK statewide academic library consortium which provides library users ready access Ohio's rich and diverse library holdings numbering more than 24 million titles.

ıe Denison Library, housed in the William Howard Doane Library/Seeley G. Mudd Learning Center, offers ɔth traditional and automated services and collections. In addition to the online catalog, librarians provide information literacy program of team teaching with classroom faculty, reference assistance for traditional d electronic resources, library instruction, interlibrary loan service, archives and special collections, and cess to media resources in all formats. In addition to extensive and ever-expanding database access, on- mpus collections include more than 370,000 volumes, 340,000 government documents, 1200 periodical bscriptions, 19,000 sound recordings and 4,500 videocassettes.

ore than 175 microcomputers in eight student clusters, about 200 computers in department labs, and net- ɔrk outlets available to every student living in a residence hall, provide ubiquituous access to computing ;ources and the campus network. In addition to the library, network services include central multi-user mputers and servers, personal and web server space, free laser printing, hundreds of software packages, a dent web portal, e-mail and access to the Internet and the WorldWide Web. More than 80 percent of Deni- ı's students own computers and connect to the campus network from residence hall rooms. Microcomputer rchase programs are available from Apple and Dell; see http://www.denison.edu/computing.

nison is committed to providing information resources in all formats. Computing Services and the Library ve developed an Information Resources initiative to offer new services and resources and to provide instruc- n in their use. The Denison web site (http://www.denison.edu) provides further information about campus ources and academic, social, cultural and athletic events.

Courses of Study 2002-2003

Arabic

Faculty

Professor Gary Baker, Chair

Instructor Nevine Demian

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind intellectual freedom requires us to break away from the notion that our native language is the most natu and apt means of expressing the full range of human experience. An education can start with the discovery th all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, a establish relationships with others. Learning a foreign language contributes to our education by providing intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be hum Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its o cultural and linguistic grounds, thus making possible a different and more profound redefinition of culture

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the event mastery of a foreign language. When students take full advantage of that opportunity, they can use the tar language in subsequent courses dealing with the foreign culture. The Department emphasizes the use o foreign language in most of its courses because it believes that students can best appreciate a foreign cult from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study w a variety of other academic areas, such as history, philosophy, international studies, environmental studi biology, economics, political science, and English. Courses in area studies and literature, aside from th intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison sho consult members of the Department and the Office of Off-Campus Studies (see Off Campus Program Opportunities to improve the student s command of the language are provided on the campus by the langu tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Certification by the Department of Education of the State of Ohio requires a minimum of 45 semester-ho of credit in one language, including courses at the beginning and intermediate levels.

Additional Points of Interest

General Departmental Regulations
Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary sch will find it advantageous to begin their course work in the first year. The language requirement should completed by the end of the junior year.

Multimedia Language Learning Center
An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar d to research as well as discussions on authentic materials published on the web. All beginning courses (and second semesters), meet in the MLLC once a week. The area is designed not only for individual instruction but also for group work and small seminars that use multimedia materials for class discussion

lthough the Department of Modern Languages offers majors in French, German and Spanish, they also fer courses in other languages for the purpose of general education and support of other college programs. ourses in Arabic are listed below.

ourse Offerings

ginning Arabic I (ARAB-111)
comprehensive introductory course in Arabic develops the four basic skills: aural comprehension, speaking, ading and writing. **Demian. 4**

ginning Arabic II (ARAB-112)
comprehensive introductory course in Arabic develops the four basic skills: aural comprehensive, speaking, ading and writing. **Demian. 4**

termediate Arabic I (ARAB-211)
ot offered 2002-2003) **Demian. 4**

rected Study (ARAB-361)

rt Studio

culty

sociate Professor Karl Sandin, Chair

fessor George J. Bogdanovitch; Associate Professor Ronald Abram; Assistant Professor Lauren Eisen, xander C. Mouton

partmental Guidelines

Art department offers two different degree programs in Studio Art, a bachelor of arts (B.A.) and a bache- of fine arts (B.F.A.). All Studio Art (ARTS) majors are expected to complete two studio courses (110 and ier 121 or 141) and two 100-level art history courses before the end of the second year. Students who plan najor in Studio Art are strongly advised to seek and adviser/mentor within the Art department at the time heir decision to major. Students who decide to major in Studio are required to present a portfolio to their iser in the department to assist in the planning of their art curriculum. Candidates for the B.A. in Studio expected to notify the Office of Academic Support of the change or addition of advisers. Students should ect to work three clock hours per week outside of class for each credit hour of a course.

idio Art Major (B.A.)

welve courses: Eight courses in Studio, including Art 110 and either Art 121 (handbuilding section) or 141, which must be taken by the end of the student s second year. Majors are advised to take Art 141. Six r courses are required, two of which shall be taken in the student s area of concentration and at least one hich must be a 300-level course. Four courses in Art History: Art 155 and Art 156, and a course in 20th tury Art (Art 270, Art 275, Art 282, Art 283, or Art 284). The other Art History course may be selected hoice from Art Department offerings.

limit of two courses towards the major may be taken from institutions other than Denison. This includes ampus programs.

3. Senior Project: Seniors are required to take the Visual Arts Practicum (Art 401) during each semester of th Senior year in conjunction with a 300-level course in the area of concentration (e.g. Painting III, Printmakin III, Sculpture III, Ceramics III, Photography III, or a 300-level Drawing course). All Studio Art majors a required to enroll for two credit hours in a 300-level course and 2 credit hours in Art 401. All 300-lev courses are repeatable. A senior project proposal is required in writing, as well as an Artist's Statement. Bo first draft documents must be submitted by the third week of the first semester of the senior year.

4. Senior Exhibition: (B.A. and B.F.A.) Participation in a Senior Exhibition is also a departmental requir ment. If work is not juried into the group Senior Exhibition in Burke Hall, an individual Senior Exhibition the Student Gallery of Cleveland Hall is required. In this case, a student will receive no higher than a C gra in his or her area of specialization and Art 401-Visual Art Practicum. Majors are strongly encouraged to sho their work in the Student Gallery at least once during the junior or senior year.

5. Studio majors (B.A. and B.F.A.) are required to participate in the Art Department Senior Symposium described below.

Studio Art Major (B.F.A.)

Students desiring a B.F.A. degree should discuss their intentions with a member of the Studio Art facul as soon as possible. Students must submit a portfolio for review by hanging a show in the Student Gall of Cleveland Hall by Friday of the second week of the second semester of the junior year, or as soon possible after declaring an Art major. Students may submit their portfolio before the junior year if they choose. Upon acceptance of the portfolio and admittance into the B.F.A. program, the department will not the Registrar. B.F.A. students are also subject to periodic review of their Studio work by the Art faculty.

1. Thirteen courses in Studio Art taken as follows: Art 110 and either Art 121 (handbuilding section) Art 141 must be taken by the end of the student s second year. Majors are advised to take Art 141. Elev other courses in Studio with at least two courses taken in the student's area of concentration and at least f advanced level (300-level) courses. Four Art History courses including Art 155 and Art 156 and a course 20th Century Art (Art 270, Art 275, Art 282, Art 283, or Art 284) along with one other Art History cou selected by choice from Art Department offerings.

2. A minimum of four courses (16 credit hours) from the General Education courses outside the Fine A including one course from each in the Sciences, Social Sciences, and Humanities.

3. A minimum of 15 credit hours from related arts must be chosen from Dance, Music, Theatre or Cinem

4. A limit of two courses towards the major may be taken from institutions other than Denison. This inclu off-campus programs.

5. Senior Project: Seniors are required to take the Visual Arts Practicum (Art 401) during each semester of Senior year in conjunction with a 300-level course in the area of concentration (e.g. Painting III, Printmak III, Sculpture III, Ceramics III, Photography III, or a 300-level Drawing course). All Studio Art majors required to enroll for two credit hours in a 300-level course AND 2 credit hours in Art 401. All 300-l courses are repeatable. A senior project proposal is required in writing as well as an Artist Statement. B first draft documents must be submitted by the third week of the first semester of the senior year.

6. Senior Exhibition: (B.A. and B.F.A.) Participation in a Senior Exhibition is also a departmental requ ment. If work is not juried into the group Senior Exhibition in Burke Hall, an individual Senior Exhibitio the Student Gallery of Cleveland Hall is required. In this instance, a student will receive no higher than grade in their area of specialization course and Art 401-Visual Art Practicum. Majors are strongly encoura to show their work in the Student Gallery at least once during the junior or senior year.

7. Studio majors (B.A. and B.F.A.) are required to participate in the Art Department Senior Symposiu described below.

tudio Art Minor

minimum of six courses (five in Studio and one in Art History) should be taken as follows: Art 110, either t 121 (handbuilding section) or Art 141, three elective Studio courses (one elective must be a 200-level udio course), and one of the following Art History courses: Art 156, Art 270, Art 275, Art 282, Art 283, or t 284. A limit of two courses towards the minor may be taken from institutions other than Denison. This cludes off-campus programs.

dditional Points of Interest

l juniors in Art History are required to make a formal 5-10 minute presentation of current work or research, ng with a statement about why the work is important to them and why they have taken it in a specific ection. The presentation is made to the faculty and to the student's peers as a "mini-symposium" once ring the Fall semester of the Junior year. There is also a single Art Department Senior Symposium at which h Art History and Studio Art seniors make a formal presentation on their work/research to an invited dience. This symposium is held in the Denison Art Gallery on the afternoon of the opening of the Senior hibition each Spring semester.

ourse Offerings

awing I Foundation (ART-110)

tudio course in the fundamentals of drawing in several media. Problems in still life, rendering, and per- ctive will be covered, along with historical and contemporary approaches to drawing. **Abram, Staff. 4**

nting I Foundation (ART-115)

exposure to the painting process with an emphasis on drawing and design. Historical and contemporary roaches to painting technique will be covered in readings and discussion and by working with painting erials. **Bogdanovitch, Staff. 4**

otography I Foundation (ART-117)

introduction to the functions of cameras, films, developers, and lenses, taking photographs, developing negatives and printing. The photographic philosophy and process will be approached from historical and temporary viewpoints with problems in light, form, texture and composition. **Staff. 4**

amics I Foundation (ART-121)

road introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented direc- s. Slide presentations and discussions with references made to ceramic history as well as to contemporary mic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue r individual creative potential. **Staff. 4**

ntmaking I Foundation (ART-131)

foundation course, emphasis will be on historical and contemporary concepts in art through the media rintmaking. The course will provide exposure to printmaking processes with direct involvement in one ie following: lithography, intaglio, screen printing or relief. Tools, materials and techniques will be fully red regarding the featured printmaking process. Art issues such as format and content of visual images be stressed as well as technical procedures for implementing the print. **Abram. 4**

Sculpture I Foundation (ART-141)
This course is based in three areas of concentration. A student will be led to the sculptural idea throug experiments in 3D design, historical and contemporary approach to sculptural philosophy through discussion and slide presentations and finally through a confrontation of basic materials and sculptural processes. Medi plaster, concrete, wood and metal. Safety glasses required. **Staff. 4**

Introductory Topics in Art (ART-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Drawing II (ART-210)
Continued experience in drawing with emphasis on contemporary techniques. Prime objective is increas capacity for responsive seeing and a deeper understanding of drawing as a total medium. Prerequisite: 110 consent. **Abram, Staff. 4**

Life Drawing (ART-211)
Study from the human figure in charcoal and other media with emphasis on structure in line, value and col Prerequisite: 110 or consent. **Bogdanovitch, Staff. 4**

Life Drawing (ART-212)
Study from the human figure in charcoal and other media with emphasis on structure in line, value and col Prerequisite: 110 or consent. **Bogdanovitch, Staff. 4**

Painting II (ART-215)
Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or consc **Bogdanovitch, Staff. 4**

Painting II (ART-216)
Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or conse **Bogdanovitch, Staff. 4**

Intermediate Photography (ART-217)
A continuation of Art 117 with emphasis on increasing technical and visual proficiencies with black white photography. Attention will be placed on generating, evolving and completing a cohesive body work. Prerequisite: 117 or consent. **Staff. 4**

Ceramics II (ART-221)
Along with further exploration of clay as a sculptural material, introduction of basic wheel-forming sk and functional vessel forms. Different firing and glazing methods including electric, gas, raku, and salt experience. Primary emphasis on students' individual conceptual development. Prerequisite: 121 or cons **Staff. 4**

Ceramics II (ART-222)
Along with further exploration of clay as a sculptural material, introduction of basic wheel-forming sk and functional vessel forms. Different firing and glazing methods including electric, gas, raku and salt experience. Primary emphasis on students' individual conceptual development. Prerequisite: 121 or cons **Staff. 4**

Printmaking II (ART-231)
Students may work with any printmaking processes in which they have had experience or with the con of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or sc printing. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or cons **Abram. 4**

intmaking II (ART-232)
idents may work with any printmaking processes in which they have had experience or with the consent instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen nting. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or consent. **ram. 4**

ulpture II (ART-241)
phasis on individual creatvity and conceptual development, coupled with good craftsmanship and fur- r technical knowledge. Media: plastics, cement, metal, wood. Prerequisite: 141 or consent. Safety glasses uired. **Staff. 4**

ulpture II (ART-242)
phasis on individual creativity and conceptual development coupled with good craftsmanship and fur- r technical knowledge. Media: plastics, cement, metal, wood. Prerequisite: 141 or consent. Saftey glasses uired. **Staff. 4**

ecial Topics in Studio Art (ART-264)
ff. 4

cial Topics in Studio Art (ART-265)
ff. 4

ermediate Topics in Art (ART-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

e Drawing Workshop (ART-313)
anced study in figure drawing, emphasizing individualized interpretations of the figure in relation to ting, sculpture and graphics. Prerequisite: 211-212 or consent. **Bogdanovitch. 4**

e Drawing Workshop (ART-314)
anced study in figure drawing, emphasizing individualized interpretations of the figure in relation to ting, sculpture and graphics. Prerequisite: 211-212 or consent. **Bogdanovitch. 4**

ting III (ART-315)
tinued painting experience. Prerequisite: 215. **Bogdanovitch, Staff. 2 or 4**

ting III (ART-316)
tinued painting experience. Prerequisite: 215. **Bogdanovitch, Staff. 2 or 4**

anced Photography (ART-317)
ntinuation of Art 217. Students also are directed into a critical analysis of photography from a theoretical, nical and historical perspective and are introduced to the medium format camera. Prerequisite: 117, 217 nsent. **Staff. 2 or 4**

mics III (ART-321)
course requires a working knowledge of the ceramic process. Students work in depth, developing a per- l approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 221 or consent. **Staff. 2 or 4**

mics III (ART-322)
course requires a working knowledge of the ceramic process. Students work in depth, developing a per- approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 221 or consent. **Staff. 2 or 4**

Printmaking III (ART-331)
Students may work with any printmaking process in which they have had experience or with the conse of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or scre printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanc student. Prerequisite: 231-232. **Abram. 2 or 4**

Printmaking III (ART-332)
Students may work with any printmaking process in which they have had experience or with the conse of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or scre printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanc student. Prerequisite: 231-232. **Abram. 2 or 4**

Sculpture III (ART-341)
Prerequisite: 241-242. Safety glasses required. **Staff. 2 or 4**

Sculpture III (ART-342)
Prerequisite: 241-242. Safety glasses required. **Staff. 2 or 4**

Directed Study (ART-361)
For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, su as design, graphics, or history and criticism. **Staff. 1-4**

Directed Study (ART-362)
For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, su as design, graphics, or history and criticism. **Staff. 1-4**

Independent Study (ART-363)
Staff. 1-4

Independent Study (ART-364)
Staff. 1-4

Advanced Topics in Art (ART-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Art History Project (ART-400)
Studio, B.A., B.F.A. **Staff. 3**

Visual Arts Practicum (ART-401)
Theory and creative practice in selected areas of the visual arts. Majors are required to enroll in the Vi Arts Practicum twice in their senior year (2 credits) in conjunction with a 300-level course in their are specialization (2 credits). This class is for Studio Art majors only or by permission of instructor. **Staff. 2**

Senior Research (ART-451)
Staff. 4

Senior Research (ART-452)
Staff. 4

Honors Project (ART-461)
Staff. 4

Honors Project (ART-462)
Staff. 4

t History

culty

ociate Professor Karl Sandin, Chair

ociate Professors Karl Sandin, L. Joy Sperling; Assistant Professor Joanna Grabski, Instructor Ann B. lk

partmental Guidelines

Art department offers a major in Art History (B.A.) and expects two 100-level Art History (ARTH) ses and two 100-level Studio courses to be completed by the end of the second year. All students who to major in Art History are strongly advised to seek an adviser/mentor within the Art department at time of their decision to major. Candidates for the B.A. in Art History are strongly advised to acquire ading knowledge of languages relevant to areas of interest. Students should expect to work three clock s per week outside of class for each credit hour of a course.

History Major

en courses: eight courses in Art History, including two 100-level Art History courses, which must be n before the end of the student s second year; at least one course from each of the following areas: ient - Renaissance, 19th Century & 20th Century, and African (two courses from each area are highly mmended); two 100-level Studio Art courses; and Methods of Art History and Art Criticism (Art 380).

limit of two courses towards the major may be taken from institutions other than Denison (including ampus programs) and at least six Art History courses must be taken at Denison.

nior Research Paper: Majors must complete a substantial research paper by mid-second semester, senior and participate in the Senior Symposium as described below. Research topics are to be arranged between tudent and adviser. Deadlines and style guide information are available from the Art office.

History Minor

nimum of six courses (five in Art History and one in Studio Art) should be taken as follows: one 100- Art History course; at least two from the following areas: Ancient to Baroque; Eighteenth to Twentieth ury; and Africa, South Pacific and the Americas; two elective Art History courses; and Art 110 or Art 121, t 141 for the Studio Art course. A limit of two courses toward the minor may be taken from institutions than Denison.

litional Points of Interest

uniors in Art History are required to make a formal 5 to 10-minute presentation of current work or rch, along with a statement about why the work is important to them and why they have taken it in a fic direction. The presentation is made to the faculty and to the student's peers as a "mini-symposium" during the fall semester of the junior year. A spring symposium will be held to accommodate students are off-campus for the fall semester. There is also a single Art Department Senior Symposiumm at which Art History and Art Studio seniors make a formal presentation on their work/research to an invited nce. This symposium is held in the Denison Art Gallery on the afternoon of the opening of the Senior ition each Spring semester.

Course Offerings

African Art and Visual Culture (ARTH-154)
This course examines the diverse arts and visual culture of Africa. The scope of this course ranges from p colonial to contemporary times, considering a selection of objects, concepts and practices from across continent. The course is designed to provide you with an introduction to these artforms and the various soc cultural, historical, critical and aesthetic platforms from which they operate. In addition, we will explore so of the key theoretical issues in the portrayal and interpretation of art and visual culture from this world an **Grabski. 4**

Arts of the Western World: Ancient to Medieval (ARTH-155)
A general survey of the arts from the Ancient to Medieval times. **Sandin. 4**

Arts of the Western World: Renaissance to the Present (ARTH-156)
A general survey of the arts from the Renaissance to the present. **Grabski, Paulk, Sperling. 4**

History of Asian Art Survey (ARTH-157)
Survey of the arts of India, China, Japan and Southeast Asia emphasizing works in their historical, religi and social context. **Staff. 4**

Introductory Topics in Art (ARTH-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Greek Art (ARTH-251)
A survey of Greek art and architecture from the Geometric through Hellenistic periods, in the context of principal events and themes of Greek history. **Sandin. 4**

Roman Art (ARTH-252)
A survey of Roman art and architecture from the Italo-Etruscan through Late Roman phases. Emphasis social function of art in Augustan and Late Roman society. **Sandin. 4**

Early Medieval Art (ARTH-253)
A survey of Early Christian, Migration, Hiberno-Saxon, Merovingian and Carolingian art and architectur the context of Mediterranean art. **Sandin. 4**

Romanesque and Gothic Art (ARTH-254)
A survey of Ottonian, Romanesque, Early and High Gothic art and architecture and its place in medi European culture. Emphasis on developments in France from ca. 1080-1350. **Sandin. 4**

Northern Renaissance Art (ARTH-255)
A survey of Northern European art from Late Gothic France, the Netherlands and Reformation German the context of late medieval society. **Sandin. 4**

Early Christian and Byzantine Art (ARTH-256)
A survey of the minor arts, book art, mosaics, frescoes and architecture of the Byzantine Empire from foundation of Constantinople in 324 A.D. to its conquest by the Turks in 1453 A.D. **Sandin. 4**

Early Renaissance Art (ARTH-257)
A survey of Italian art and architecture from the 13th, 14th and 15th centuries. Emphasis on change continuity in relation to Classical, Late Antique and Medieval Mediterranean art and society. **Sandin. 4**

High Renaissance Art (ARTH-258)
A survey of Florentine, Roman and Venetian art and architecture ca. 1480-ca. 1520 and the traditio Renaissance humanism. **Sandin. 4**

oque Art (ARTH-259)
rvey of Baroque Art in Italy, Spain, Holland, Belgium, Germany and France. **Sandin, Sperling. 4**

cial Topics in Art History (ARTH-262)
f. 4

cial Topics in Art History (ARTH-263)
f. 4

s of Africa, Oceania, and the Americas (ARTH-266)
course examines the diverse arts of Africa, Oceania and the Americas in light of historical, sociocultural aesthetic contexts. It also explores the key theoretical issues in the portrayal and interpretation of the arts ese areas. **Grabski. 4**

ory of Photography (ARTH-270)
rvey of the history of photography from its invention in 1839 to the present day. Emphasis is placed on the ination of cultural context and the changing functions of photography in the modern world. **Sperling. 4**

in America-Colonial to 1939 (ARTH-275)
rvey of American art from the early colonial period to World War II. Particular emphasis is given to the ral context of American art and to the patronage problems facing early American artists. **Sperling. 4**

Century Art (ARTH-281)
rvey of 19th century art from the Age of Revolutions to the beginnings of Abstraction. Issues of the lemy and the Avant Garde, patronage, taste and the function of art in society will be discussed. **Paulk, ling. 4**

ern Art-1900 to 1939 (ARTH-282)
rvey of 20th century art from Cezanne to the beginnings of Abstract Expressionism. This class focuses e changing idea of the Avant Garde and the form and theory of modern art. **Paulk, Sperling. 4**

emporary Art (ARTH-283)
vey of Contemporary Art from 1945 to 1970. This class focuses on the American art scene from Abstract essionism to Pop Art, Minimalism, and the taking of art out of the gallery space. **Sperling. 4**

Art (ARTH-284)
class focuses on the art scene since 1970. Particular attention is given to the impact of recent theory and ticism on today's artists. **Sperling. 4**

f Japan (ARTH-291)
vey of Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the entury, with an emphasis on the works in their cultural and religious context. **Staff. 4**

f China (ARTH-292)
vey of Chinese architecture, sculpture, painting and the decorative arts from prehistoric times to the entury, with an emphasis on the works in their religious and cultural context. The course provides an tunity to work with the Denison collection of Chinese art. **Staff. 4**

senting Africa on Film (ARTH-295)
amination of ethnographic/documentary film dealing with Africa as well as contemporary cinema pro- by African filmmakers. This class accords particular attention to the perspectives of African filmmakers nts in the representation of cultures, social realities and histories in Africa. **Grabski. 4**

Arts of the South Pacific (ARTH-296)
An examination of the diverse arts and cultures of the South Pacific. This course focuses on objects, conce and practices from Polynesia, Melanesia, Micronesia and Australia as well as the portrayal and interpretat of arts from this geographical region in other areas of the world. **Grabski. 4**

Power and Politics in African Art (ARTH-297)
This course examines the diverse arts of Africa from the perspectives of politics and power. The scop this course ranges from precolonial to postcolonial times, considering a selection of Africa's great histor kingdoms and politically informed art in Africa today. **Grabski. 4**

Arts of Post-Colonial Africa (ARTH-298)
This course examines selected issues and debates related to the production, interpretation and collectio visual arts in post-colonial Africa. By way of a series of case studies, we will consider both the indivi voices of artists and perspectives from art world information brokers. **Grabski. 4**

Intermediate Topics in Art (ARTH-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Directed Study (ARTH-361)
For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, as design, drawing, graphics, ceramics or history and criticism. **Staff. 1-4**

Directed Study (ARTH-362)
For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, as design, drawing, graphics, ceramics or history and criticism. **Staff. 1-4**

Independent Study (ARTH-363)
Staff. 1-4

Independent Study (ARTH-364)
Staff. 1-4

Methods of Art History and Art Criticism (ARTH-380)
This class analyzes the development of the disciplines of Art History and Art Criticism from the 18th t 20th centuries. Several methodologies will be discussed and students will have the opportunity to wo various methodologies. This class is for senior Art History majors only or by permission of instructor. S **4**

Advanced Topics in Art (ARTH-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Art History Project (ARTH-400)
To be used for preparation of senior research paper in second semester of senior year. **Staff. 3**

Gallery and Museum Workshop (ARTH-403)
This course prepares students for work in a small museum or art gallery. Various practical aspects w demonstrated (framing, matting, installation) as well as administrative skills, such as acquisition, filing, eral gallery correspondence, and record keeping. Time will be spent on cataloguing and installing an ex tion of objects from the Denison Collection. Prerequisite: Permission of instructor. **Staff. 4**

Art History Seminar: Problems in Art History (ARTH-408)
Specialized topics in art history. Topics announced as class is offered. Prerequisite: Permission of instr **Staff. 4**

nior Research (ARTH-451)
aff. 4

nior Research (ARTH-452)
aff. 4

nors Project (ARTH-461)
aff. 4

nors Project (ARTH-462)
aff. 4

stronomy

iculty

e Physics Department

epartmental Guidelines and Goals

tronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and y be used to satisfy one course of the physical science requirement. The student who desires preparation graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics h a minor in Astronomy and is encouraged to consult early with faculty in the Physics and Astronomy partment. See Physics Department section.

tronomy Minor

nimum requirements for a Minor in Astronomy are Physics 125 or 200, 126, 127, 220, 305, 306 and 2p, Astronomy 100, at least two upper division Astronomy courses totaling 4-8 credits, and Mathematics 3 and 124. (Students who have taken Physics 121-2 should consult with the Chair about requirements.) e experimental course, Physics 312p, will be modified to reflect the student's interest in Astronomy. Early nsultation with the department is strongly advised. See the Physics Department section of the catalog.

urse Offerings

rrent Topics in Astronomy (ASTR-100)
s course is designed primarily for the non-physics major student. Topics will be chosen from such areas he history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, actic astronomy and cosmology. Course and laboratory work will also emphasize the observational aspects nodern astronomy: optics, optical and radio telescopes, astrophotography, and the measurement of time coordinate systems. Three lectures per week; one two-hour laboratory each week. No previous training hysics or college mathematics is required. Offered each semester. **Staff. 4**

roductory Topics in Astronomy (ASTR-199)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

rmediate Topics in Astronomy (ASTR-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

Special Topics in Astronomy (ASTR-311)
This course is to provide qualified students with the opportunity to pursue experimental and theoretical wo in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing or consent. (Not offere every year) **Staff. 3-4**

Special Topics in Astronomy (ASTR-312)
This course is to provide qualified students with the opportunity to pursue experimental and theoretical wo in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing or consent. (Not offer every year) **Staff. 3-4**

Advanced Topics (ASTR-340)
Independent work on selected topics at the advanced level under the guidance of individual staff membe May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent chairperson. **Staff. 1-2**

Directed Study (ASTR-361)
Prerequisite: Consent of chairperson. **Staff. 1-4**

Directed Study (ASTR-362)
Prerequisite: Consent of chairperson. **Staff. 1-4**

Independent Study (ASTR-363)
Staff. 1-4

Independent Study (ASTR-364)
Staff. 1-4

Advanced Topics in Astronomy (ASTR-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Research (ASTR-451)
Prerequisite: Physics 312 or consent of chairperson. **Staff. 4**

Senior Research (ASTR-452)
Prerequisite: Physics 312 or consent of chairperson. **Staff. 4**

Biology

Faculty

Associate Professor Eric C. Liebl

Professor Tom D. Schultz; Associate Professors Eric C. Liebl and Juliana C. Mulroy; Assistant Profess Fardad Firooznia, Warren Hauk, Kristina S. Mead, Jessica E. Rettig, Geoffrey R. Smith, Catherine L. Smi Becky Talyn, Christine L. Weingart

Departmental Guidelines and Goals

The Department of Biology provides a comprehensive foundation in concepts and skills across the breadth biology through an introductory core of four courses that span the first two years of the major, and which p pares students for a deep exploration of sub-disciplines and research methods through subsequent advanc courses. The core covers the major concepts of biology and basic skills in acquiring and processing inform tion, problem solving, and analyzing data. Our program then allows students the flexibility to explore spec

as of biology in depth through a suite of advanced courses in which they can apply their knowledge and lls.

e major prepares students for graduate and professional schools (including pre-medical, pre-dental and pre-erinary studies), while allowing students the flexibility to design the program that best suits their specific erests and career goals. In addition, biology majors are offered the opportunity to collaborate with faculty in earch and laboratory instruction; to present exceptional work at professional meetings; to edit and publish he department's Denison Journal of Biological Sciences; and to participate in the management of the 350-e Biological Reserve. Related programs in Medicine, Dentistry, Medical Technology, Forestry, Natural sources, are described under Pre-Professional Programs.

ology Major

quirements for Biology Majors

dents majoring in Biology (B.A. or B.S.) are expected to complete four core courses including Plant logy (101) and General Zoology (102) in their first year, and Cell and Molecular Biology (201) and logy and Evolution (202) by the end of their sophomore year. In addition, the major requires four or five pending on the degree sought) 300-level advanced courses. A student may substitute two semesters of ior Research (451-452) for one of the advanced 300-level courses. The four core courses are intended provide a comprehensive foundation across levels of organization within biology as well as provide a ad exposure to biological diversity. Advanced courses are intended to provide depth in specific topics advanced research skills. Any combination of advanced courses may be taken to provide a concentrated paration in a specific discipline or a broader survey of advanced topics. It is strongly recommended that ors consult with a Biology advisor in order to design the most appropriate suite of advanced courses for student.

icipation in the junior year assessment and senior interview are requirements for the major in Biology.

helor of Arts in Biology

uirements for the Bachelor of Arts degree in Biology include eight courses in Biology distributed as ve, and one year of Chemistry (Chemistry 121-122). If a student completes two semesters (eight cred- of Senior Research, seven courses in Biology are required (excluding Minor Problems, Directed Study, pendent Study or Senior Research).

helor of Science in Biology

uirements for the Bachelor of Science degree in Biology include nine courses in Biology (excluding Minor lems, Directed Study, Independent Study or Senior Research), one year of chemistry (Chemistry 121-, and five semesters of additional mathematics or science. Biology majors may take any combination of iate lab science courses to fulfill the requirement; however, no more than three of the courses may be from ame department. Biology majors preparing for medical school or most graduate programs are advised to Organic Chemistry (Chemistry 223-224), General Physics (Physics 121-122), and Calculus (Math 123). student completes two semesters (eight credits) of Senior Research, eight total courses in Biology are ired.

logy Minor

Biology Minor consists of six courses in Biology. All students electing a minor in Biology must complete Biology (101), General Zoology (102), Molecular Biology (201), and Ecology and Evolution (202). In ion, the minor in Biology must include two courses at the 300 level (excluding Minor Problems, Directed y, Independent Study, Senior Research in Biology, and Honors Research in Biology).

Additional Points of Interest

Students may complement their major in biology through study off-campus. Denison University is a mer ber of several consortia that offer course credit through off-campus programs. Those with course offerin relevant to Biology students include: the School for Field Studies, the SEA Semester, the Organization Tropical Studies, the Duke University Marine Laboratory, the Semester in Environmental Science, the O Ridge National Laboratory, the Institute for Study Abroad, Denmark s International Study Program, and t Associated Colleges of the Midwest Wilderness Field Station. The Department of Biology is committed awarding credit for courses offered through these programs that provide a sufficient focus on biological co cepts and methods. With prior approval from the department, a maximum of two off-campus courses may credited as advanced electives and counted toward the requirements of the major. The Richard C. and Lin G. Seale Scholarship provides support to qualified Denison students for participation in summer courses the Duke University Marine Laboratory. Financial aid may be available for other off-campus programs.

Courses for Non-Majors
Non-majors are invited to take Modern Topics in Biology (100), a course designed to explore scientific inqu and biological concepts through specific topics in the instructor's area of expertise. Plant Biology (101) General Zoology (102) may be taken to fulfill the Life Sciences laboratory course requirement in the Gene Education Program, but it is highly recommended that such students have some prior experience in scienc

Biology and Environmental Studies
Students with an interest in both Biology and Environmental Studies may pursue a major in Biology w a minor in Environmental Studies, or a major in Environmental Studies with a concentration in biolo Students are advised to choose the programmatic path that best suits their post-graduate goals, and to s early consultation with faculty in Biology or Environmental Studies.

Course Offerings

Modern Topics in Biology (BIOL-100)
This course for non-majors is intended to promote scientific literacy and quantitative reasoning. Topics v vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for explor the essentials of biology and the scientific method. This course satisfies the G.E. life science requirem Biology 100 may not be counted toward the major in biology. Three class periods weekly plus laborat **Staff. 4**

Plant Biology (BIOL-101)
In Plant Biology students are introduced to the basic biology and diversity of organisms historically con ered plants. Laboratory and lecture topics include: the form and function of plants (including their compon cells and tissues), regulation of growth and development, nutrition and transport, and interactions with t environments. An evolutionary survey of the major divisions of plants, algae, and fungi provides a c parative framework for understanding diversity. Laboratories involve direct observations of plants and t structures, as well as field excursions around campus or at the Biological Reserve. Four class periods and laboratory weekly. **Firooznia, Hauk. 4**

General Zoology (BIOL-102)
This course is devoted to the question of how animals work. The course uses an evolutionary and compara approach to examine animal structure and function. Laboratory and lecture topics include: cell metaboli reproduction, genetics, locomotion, endocrine and nervous systems, circulation, gas exchange, homeost and an evolutionary history of animals. The laboratories involve experimentation and the use of statist as well as studies of live specimens of the major phyla of the Animal Kingdom. Four class periods and laboratory weekly. **Rettig, Schultz, C. Smith, Talyn, Staff. 4**

roductory Topics in Biology (BIOL-199)
general category used only in the evaluation of transfer credit. **Staff. 1-4**

ll and Molecular Biology (BIOL-201)
study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature macromolecules, respiration and energetics and permeability theories are considered. The basic nature of etic information in cells and viruses, its duplication, its role in protein syntheses and molecular control chanisms are also discussed. Prerequisite: Biology 101 and 102 or consent of instructor. Chemistry 121 - or co-requisite. Four class periods and one laboratory weekly. Safety glasses required. **Liebl, C. Smith, ff. 4**

ology and Evolution (BIOL-202)
s course explores the fundamental concepts of ecology and evolution and integrates them in a study of interactions between organisms and their environment and how those interactions shape the history of on Earth. With a thorough understanding of population genetics and natural selection, this course addresses ecological questions at the level of the individual, population, community and ecosystem. A common ead that binds the course is the role of deterministic and stochastic processes in shaping ecological systems macroevolutionary patterns. Prerequisite: 101 and 102. Four class periods and one laboratory weekly. **ooznia, Hauk, G. Smith, Schultz. 4**

ermediate Topics in Biology (BIOL-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

chemistry (BIOL-302)
tudy of the chemical and physiochemical properties of living organisms. Concepts will be developed ough a study of the physical and chemical properties of biological compounds and integration of various abolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include isolation and study of properties of biological compounds. Prerequisites: CHEM 224 and 226 or 228 and)L 201. Three class periods weekly plus laboratory. Safety glasses required. (First semester) **Kuhlman, olik. 4**

petology (BIOL-312)
in-depth study of the evolution, anatomy, physiology, behavior and ecology of amphibians and reptiles. tures will focus on major conceptual issues in herpetology, with examples drawn from the worlds herfauna. Laboratories will focus on field identification, natural history, ecology and behavior of species ve to the northeastern U.S. Laboratory exercises will make extensive use of the diverse herpetofauna of Denison University Biological Reserve and surrounding area. Prerequisite: Biology core. **G. Smith. 4**

tebrate Field Biology (BIOL-313)
his course we investigate the biology of vertebrates. In particular, we will be considering the many ways hich vertebrates interact with and respond to their environment, and thus this course will emphasize the ution, ecology, and physiology of vertebrates. Laboratories will focus on the biology of local vertebrates, will consist of field and laboratory exercises, as well as field research projects. We will make extensive of the Denison University Biological Reserve. Prerequisite: Biology core or consent. (Spring semester) **Smith. 4**

eral Microbiology (BIOL-315)
ntroductory course in microbiology emphasizing the general structure, occurrence and types of bacteria, ls and viruses, as well as their cultivation in the laboratory. Mechanisms of pathogenicity and host defense hanisms are also discussed. Laboratory emphasis is placed on the fundamental techniques of isolating, uring and straining of bacteria. Numerous self-designed investigative labs, and a semester-length research ect are an integral part of the laboratory experience. Prerequisite: Biology core or consent. Lab coat ired. **Staff. 4**

Advanced Microbiology (BIOL-316)
An advanced seminar course in microbiology in which topics vary each semester. The readings consist of s entific papers from the primary literature. The laboratory portion of the course involves advanced techniq in microbiology. Prerequisite: BIOL 315 or consent. Lab coat required. **Staff. 4**

Plant Systematics (BIOL-320)
In Plant Systematics students learn how major groups of vascular plants are classified, named, and ide fied. We study 50 plant families in detail including tropical and temperate representatives (using living pl material whenever possible), learn how to use keys and floras to identify local species, and learn how find information about plants in traditional and electronic sources. Understanding evolutionary relationsh among the families studied is a central theme. This course provides important background for students pl ning to do fieldwork in ecology, plant-animal interactions, environmental education, and related subje Prerequisite: Biology core or consent. (Second semester) **Hauk. 4**

Plant Ecology (BIOL-321)
An analysis of biological organization at the population, community and ecosystem levels and relationshi plants to physical and biological environment factors. Field and laboratory experiments emphasize ecolog research techniques. Prerequisite: 111 or consent. **Staff. 4**

Developmental Biology (BIOL-324)
Every multicellular organism begins its life as a single cell. Developmental biology is the study of the p gression from this single cell to a complex, multicellular organism. Recently the powerful tools of molec biology have linked the fields of embryology and genetics to reveal how cells, tissues, organs, and organi develop. Especially striking is the conservation of molecules and mechanisms that underlie developme processes in different organisms. This course provides an overview of the major features of early embry development in animals, and the mechanisms (molecular mechanism when known) that underlie them. focus on two major aspects of developmental biology: (1) How is the basic body plan established? How the basic organization of the embryo arise from the fertilized egg? What are the cellular mechanisms derlying morphogenesis and the appearance of pattered structures in the embryo? (2) How do parts bec different in the embryo? Prerequisite: Biology core or consent. (First semester) **Staff. 4**

Genetics (BIOL-325)
This course provides a detailed and up-to-date understanding of genetics, an appreciation of how gen affects our lives everyday from the supermarket to the doctor's office, and a realization of the applicat of genetics to virtually every discipline of biology. We focus on three major areas of genetics: (1) Molec genetics: Thinking about genetics on the DNA level - everything from DNA sequencing to mutagen tes (2) Mendelian genetics: Thinking about genetics on the gene level-everything from inheritance to recomb tional mapping. (3) The application of both molecular and Mendelian genetics to study biological proces We start by seeing how genetic techniques can be used to dissect almost any biological process and en answering questions such as: How does genetic disease screening work? How are genes cloned from c plex organisms such as mice or even humans? How doe gene therapy work? In the laboratory we carry both molecular experiments and classical genetic experiments. Prerequisite: Biology core or consent. (Se semester) **Liebl, Talyn. 4**

Biology of Insects (BIOL-327)
In this course we will explore the world of insects and their interactions with other species. Our central f will be to survey insect diversity and explore how various orders, families, and species are adapted thr evolution to their specific environment. But we will also use that diversity as a lens through which we examine major concepts in biology. Topics of discussion will be drawn from readings in Nature, Scie and the primary literature will include the following: plant-insect coevolution, mating systems, anti-pred defenses, eusocial behavior, parasitism, disease transmittance, insect conservation, and control of agricul

ts. Laboratory will include field studies of insects at the Denison University Biological Reserve and the paration of a collection. Prerequisite: Biology core or consent. **Schultz. 4**

nt Physiology (BIOL-332)

overall objective of this course is to give a broad understanding of the major topics in plant physiology. nt physiology is an interdisciplinary field that focuses on how plants function. Major topics include pho- nthesis, water relations, transpiration, and hormonal regulation of growth and development. There will mphasis on the experimental nature of the field, and on hypothesis formulation and testing, and critical luation of data. Prerequisite: Biology core. (First semester) **Firooznia. 4**

mal Physiology (BIOL-334)

s is a comparative study of how animals use cell membranes and hormones to coordinate responses within between different organ systems. We'll use a wide variety of animal examples to explore the physiology he neuromuscular, cardiovascular, respiratory, digestive, and osmoregulatory systems. The diversity of mples will highlight how different solutions have evolved to address common problems, and underscore pivotal role of physiology in understanding animal behavior, development, and ecology. The laboratory spotlight the physiology of nervous, muscular, and endocrine regulation, with an opportunity for students esign a physiology experiment that interests them. Prerequisite: Biology core. (Second semester) **Staff. 4**

nparative Ecological Physiology (BIOL-335)

s course will focus upon how animals function in the context of the environments in which different taxa e evolved. Our subjects will span all phyla of animals with an emphasis on non-human vertebrates. We consider a number of regulatory systems including respiration in aerial and aquatic media, osmoregula- in mesic and xeric environments, and thermoregulation in the arctic deserts. Related topics will include utionary, anatomical, behavioral and, especially, ecological dimensions of animal physiology. Labs will ude empirical investigations of physiological systems of animals, integrated at the organismal level, with mphasis on ecological implications. Prerequisite: 110. (Offered alternating spring semesters) **Staff. 4**

rtebrate Zoology (BIOL-336)

course presents important biological concepts by examining a set of animals, the invertebrates. Through ures, class discussions of primary literature, field research projects and lab exercises, we will explore the biology of these animals, examine various ecological factors that these animals must contend with, conduct a systematic survey of the major invertebrate groups. We will also consider the relationships, ficial and harmful, between invertebrates and humans. **Rettig. 4**

nal Behavior (BIOL-340)

udy of the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics ude the genetics, ontogeny and neural basis of behavior as well as strategies of habitat choice, foraging, nse, courtship, parental care and sociality. The laboratory will include several multi-week experiments gned to test hypotheses concerning behaviors observed in the field and lab. There will be a strong empha- n data analysis and interpretation, and use of the primary literature. Prerequisite: Biology core or consent. **ltz. 4**

unology (BIOL-341)

neral course in immunology, with the major emphasis being on a description of the cellular immune onses in animals. The basis of immunogenetics and immunochemistry shall be developed. Allergic phe- ena, autoimmune diseases, and tumor cytotoxicity will also be discussed. The laboratory portion of the se will involve training in: immunotitration, immunoelectrophoresis, preparation of anti-sera, response mphocytes to mitogens and measurements of cytotoxicity. Prerequisites: Biology core or consent. Safety es required. **C. Smith. 4**

Advanced Cell Biology (Intracellular Signalling) (BIOL-345)
This course was designed as an in-depth study of intracellular signaling within mammalian cells. The me anisms by which signals are transduced from the cell surface to the nucleus as well as regulation of k components in signaling pathways will be addressed. In addition, the significance of aberrant regulation tumorigensis or other disease states will be discussed. Prerequisite: Biology core or consent. Safety glas required. (First semester) **C. Smith. 4**

Minor Problems (BIOL-350)
A research problem (library or laboratory) of limited scope which provides the opportunity for the qualifi student to extend his or her interest beyond the limits of particular course offerings. Does not count tow minimal departmental requirements. **Staff. 1-2**

Advanced Seminar in Biology (Invertebrate Zoology) (BIOL-355)
This course presents important biological concepts by examining a set of animals, the invertebrates. Throu lectures, class discussion of primary literature, field research projects, and lab exercises, we will explore basic biology of these animals, examine various ecological factors that these animals must contend w and conduct a systematic survey of the major invertebrate groups. We will also consider the relationshi beneficial and harmful, between invertebrates and humans. **Rettig. 4**

Advanced Seminar in Biology (Introduction to Neuroscience) (BIOL-356)
This course is a survey of Neuroscience, and is divided into 3 portions. Beginning with an overview the philosophical and historical contribution to modern neuroscience, we then examine the structure function of neurons and how they communicate within the nervous system. From this cellular perspecti we then study basic anatomy of the brain and spinal cord. In the second section, we study some sens and motor systems and examine the ways in which these systems unfold during ontogeny. Finally, bra behavior relationships are investigated, including hormonal control of behavior, learning & mem neuropathology, and addictive behavior. Separate laboratory section required for Biology credit. Prerequis Biology core or consent. (First semester) **Staff. 4**

Directed Study (BIOL-361)
A research problem (library or laboratory) which provides the opportunity for the qualified student to ext his or her interest beyond the limits of particular course offerings. Does not count toward minimal dep mental requirements. **Staff. 1-4**

Directed Study (BIOL-362)
A research problem (library or laboratory) which provides the opportunity for the qualified student to ext his or her interest beyond the limits of particular course offerings. Does not count toward minimal dep mental requirements. **Staff. 1-4**

Independent Study (BIOL-363)
Staff. 1-4

Independent Study (BIOL-364)
Staff. 1-4

Conservation Biology (BIOL-370)
This course will address the biological concepts and methods that are applied to the determination, prese tion, and management of biodiversity. Students will learn and practice methods of estimating species diver and habitat assessment using local habitats and biota. This course will also examine human-induced thr to biodiversity, environment ethics, and the policies designed to conserve species. Specifically, we will f on how biological research informs management decisions. Prerequisite: Biology core or consent. **Schult**

dvanced Evolutionary Biology (BIOL-380)
iis course builds on BIOL 202 and completes an in-depth survey of evolutionary theory with emphasis
processes that drive organismal change. We examine how molecular technology has impacted the study
evolutionary processes, and how new methods of analysis are changing the study of population genetics,
ylogeny construction, adaptive radiation, etc. Through the course, emphasis is placed on integration of all
ological disciplines under the paradigm of evolution. Prerequisite: Biology core. **Hauk. 4**

dvanced Topics in Biology (BIOL-399)
general category used only in the evaluation of transfer credit. **Staff. 1-4**

dvanced Biochemistry (BIOL-401)
iis is a topical course the content of which will vary from year to year. In general, a detailed look at a
riety of recent biochemical topics will be examined through readings of the primary literature. Laboratory
ll offer an in-depth semester long research experience. May be counted as an advanced elective toward the
jor in Biology. Prerequisite: Biology core and BIOl 302. Second semester. **Staff. 4**

nior Research (BIOL-451)
r seniors desiring work on an advanced research problem. Approval of student petitions is at the departmen-
level. Three copies of the research report are presented to the adviser of the project one for the department
es, one for the advisor, and one for the student. The grade is determined by the adviser. In certain cases this
urse may become individual work for Honors. **Staff. 4**

nior Research (BIOL-452)
r seniors desiring work on an advanced research problem. Approval of student petitions is at the departmen-
level. Three copies of the research report are presented to the adviser of the project one for the department
es, one for the adviser, and one for the student. The grade is determined by the advisor. In certain cases this
urse may become individual work for Honors. **Staff. 4**

nors Project (BIOL-461)
nior research which serves as a partial fulfillment for Honors. **Staff. 4**

nors Project (BIOL-462)
nior research which serves as a partial fulfillment for Honors. **Staff. 4**

rrent Literature in Biochemistry and Molecular Biology (BIOL-483)
dent-led presentations of the recent biochemical/ molecular biological literature, accompanied by instruc-
n in finding and critically examining information resources in the biochemical sciences. May not be counted
n advanced elective toward the major in Biology. Prerequisite: BIOL 302. (Second semester) **Staff. 2**

ack Studies

culty

ociate Professor John L. Jackson, Director

ociate Professor Toni King, Joint Appointment with Women's Studies

anne Condray, Susan Diduk, Rhunette Diggs, Joanna Grabski, Herman Graham, Desmond Hamlet, John
kson, Toni King, Linda Krumholz, Kent Maynard, Sandra Runzo, Donald Schilling, Pamela Scully, Mitchell
y, Anita Waters, Kevin Wetmore

Departmental Guidelines and Goals

The Black Studies Program invites students to investigate the Black experience as it manifests itself in Africa North America, the Caribbean, and in other parts of the African diaspora. While the Program s primary focu is the study of the Black experience in North America, fundamental to this enterprise is a recognition of th triangular relationship between Africa, the Caribbean and the United States.

The Program seeks to serve the general needs of the college by providing course offerings across the full rang of academic divisions. At the same time, it is designed to meet the specialized interests of students through a interdisciplinary major and minor. Therefore, many appropriate courses are found under the rubric of othe departments.

The Black Studies curriculum is administered by a faculty committee and the director of the Center for Blac Studies. This committee reviews and approves the educational plans developed by majors in consultatio with the director of the Center for Black Studies. Students wishing to major or minor in Black Studies shoul contact the director of the program.

Black Studies Major

A Black Studies major requires a minimum of 32 credit hours and the completion of a senior research projec The senior research project should be designed in consultation with the director of Black Studies. Fiel research or field experience may comprise a portion of the senior research project. A wide range of fiel opportunities in local Black communities is available to students through the Center for Black Studies.

There are three core courses in Black Studies, required of a major in the area: Black Studies 235, Introducti to Black Studies; English 255, Ethnic Literature; and History 225, The History of Blacks in America.

In addition to the core courses and the senior research project, the Black Studies major requires the completi of at least one course in Women's Studies. While any Women's Studies course may be used to fulfill th requirement, students ideally should choose a course that includes a discussion of topics about Black wome Appropriate courses may be selected in consultation with the director of Black Studies.

Other requirements include the completion of one course whose primary subject matter is Africa or th Caribbean. This requirement is designed to encourage students to confront, in a substantial manner, the tria gular relationship between the Black experience in Africa, the Caribbean, and North America.

Black Studies Minor

The minor in Black Studies requires a minimum of 24 credit hours. Students wishing to be awarded a m nor in Black Studies must complete the three core courses (Black Studies 235, English 255, and Histo 225). Students also are required to complete at least one Women's Studies course. Courses which satisfy th requirement may be selected in consultation with the director of Black Studies.

Additionally, students are required to complete one Black Studies course whose primary subject matter Africa or the Caribbean, plus a senior research project in the form of a directed study which seeks to correla Black Studies with some aspect of the student's major field. Although it is not required, students are encou aged to include a field experience component in the directed study. The directed study should be taken in t senior year.

Course Offerings

Black Women's Lives: Autobiography As Protest (BLST-102)
This course explores autobiographies and personal narratives of Black women as a form of individual a collective liberation and protest. Because black women embody a dual outsider status in the society, narrati offer an opportunity to examine black women's resistance to race, class, and gender to oppression. We w

ork with the multiple genres of autobiography such as poetry, essay, short narrative, memoir and major utobiographical works. These autobiographical texts will be paired with select readings from black studies nd women's studies to provide afrocentric, womanist and black feminist frameworks. Using these analytical ols we will examine Black women's narratives fo themes of personal, social and political liberation. As a nal project, students will write their own narrative of resistance and critique the ways their text interesects rategies of resistance employed by Black women. **King. 4**

ospel Choir (BLST-130)
his course will explore the historical development of African-American Gospel music and Spirituals through istruction and participation in a choral ensemble. In addition, students will learn about appropriate choral ne, sound, style, improvisation, rehearsal and performance techniques as they relate to the performance of frican- American music. This class will also focus on the development of aural skills through rote music istruction, in addition to learning music by notes. This class is open to students, staff and faculty of all levels. **Vise. 1**

eginning Jazz Technique (BLST-152)
ourse normally listed as DANC 152. **Staff. 2**

azz and Other Music of Black America (BLST-218)
ourse normally listed as MUS 218. **Staff. 4**

Vorld Music (BLST-219)
ourse normally listed as MUS 219. **Stoner. 3**

frican-American History (BLST-225)
ourse normally listed as HIST 225. **Graham. 4**

fro-American Dance Theatre (BLST-226)
ourse normally listed as DANC 226. **Staff. 4**

ebellion, Resistance and Black Religion (BLST-228)
ourse normally listed as REL 228. **Jackson. 4**

ender, Race and the Media (BLST-229)
ourse normally listed as COMM 229. **Condray, Lotz. 4**

usic of Africa and Afro-Latin America (BLST-231)
ourse normally listed as MUS 231. **Stoner. 4**

troduction to Black Studies (BLST-235)
n introductory study of the Black experience in America, this course will survey the field by examining in ries, the various social institutions that comprise Black American life. Students will be introduced to funda- ental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, s course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to : new scholarship on Blacks in America. **King, Jackson. 4**

Introduction to Modern Africa (BLST-236)
urse normally listed as HIST 235. **Scully. 4**

mparative Therapeutic Systems (BLST-237)
urse normally listed as SA 235. **Maynard. 4**

hnic Literature (BLST-255)
urse normally listed as ENGL 255. **Staff. 4**

Oral Tradition and Folk Imagination (BLST-259)
Course normally listedas ENGL 259. **Staff. 4**

Black Women and Organizational Leadership (BLST-265)
This class explores Black women's leadership orientations in organizations. Afrocentric and womanist frame works are used to inquire about Black women's leadership in the context of their lives. In this course w explore and theorize Black women's use of communal and generative leadership orientations as well a their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from the race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportiv life structure are examined. Finally, the course addresses Black women's needs for leadership developmen Students will conduct life history analyses of Black women in leadership roles with particular attention t implications for leadership development. **King. 4**

Studies In History (BLST-285)
Intensive study of selected periods or topics in history at the introductory level. May be taken more than onc Example of recent topics are: Pre-Colonial African History. Course normally listed as HIST 285. **Staff. 4**

Special Topics in Communication (BLST-315)
These classes focus intensively upon a particular aspect of communication. May be taken more than once f elective credit as an upper division course. Examples of recent topics include: Civil Rights Movement an African American Female Rhetors. Course normally listed as a section under COMM. **Staff. 4**

Politics of Sub-Saharan Africa (BLST-324)
Course normally listed as POSC 324. **Pletcher. 4**

African-American Women's Literature (BLST-325)
Historical and contemporary African-American women's literature grounds and inquiry into black women literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the Unit States. Course normally listed as ENGL 325. **Staff. 4**

History of Southern Africa (BLST-326)
Course registration for this course is made under HIST 325. **Staff. 4**

Composition Theory and Pedagogy (BLST-335)
An introduction to theory and practice in composition and an opportunity to apply theories in Denison Writing Center or nearby classrooms. Students may concentrate on applying theory to any context, tailorin the practicum to their areas of interest. **Staff. 4**

Cross Cultural Study of Art (BLST-336)
Course normally listed as SA 336. **Diduk. 4**

Culture, Identity and Politics in Caribbean Society (BLST-339)
This course focuses on the social, cultural and political life of the Caribbean area, especially the English- a French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, t Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslav Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the lega of such a history? We review the variety of Caribbean politics, from the strong democratic traditions Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultu influences affect the political processes, ways of life, class divisions and ethnic stratification evident in t Caribbean today. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or conse **Waters. 4**

cial Justice Movements in Communities of Color (BLST-340)
ı analysis of the transition from social movements rooted in identity politics to multicultural/multiracial ɔial justice movements characterized by coalition politics, this course will examine the challenges of mmunity-based organizing, grassroots mobilization, strategic goal-setting, protest tactics and other issues ɔgressive movements confront on the road to success. The course will span the gamut of social justice ɔvements from the 1960s civil rights and black power movements to the 1970s and 1980s student anti-ɔartheid/divestiture movement, to student solidarity with Haitian refugees to Mexican immigrant work- for economic justice, Asian immigrant women's struggles in the fashion industry, to the Native Amer-ın campaign for environmental justice - all in the 1990s. The challenges of building successful multira-l/multicultural movement organizations will be examined. This course satisfies the Minority/Women's ıdies G.E. requirement. Note: Cross-listed with Soc/Anth 340. Prerequisite: BLST 235 or S/A 100 or ısent. **Jackson. 4**

pics in Black Studies (BLST-345)
ıff. 4

ecial Problems (BLST-346)
ecial problems which are offered at an advanced level in topics not covered in regular courses. Examples topics covered are Culture, Identity and Politics in Caribbean Society, and Sexuality in Cross-Cultural rspective. Course normally listed as SA 346. **Staff. 4**

e Harlem Renaissance (BLST-355)
analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renais-ıce, particularly the way in which the social, economic and political conditions of the era helped to shape literary art of the 1920s. Course normally listed as ENGL 355. **Staff. 4**

e Narrative of Black America (BLST-356)
study of representative samples of Black literature ranging from slave narratives to contemporary Black ion. Course normally listed as ENGL 356. **Staff. 4**

stcolonial Literature and Criticism (BLST-357)
adings in literature and criticism from Asia, Africa, Latin America and the Caribbean, in response to the ɔerience of colonialism. **Staff. 4**

rected Study (BLST-361)
ıff. 1-4

rected Study (BLST-362)
ıff. 1-4

lependent Study (BLST-363)
ff. 1-4

lependent Study (BLST-364)
ff. 1-4

ıior Project (BLST-385)
ff. 3-6

ama Seminar (BLST-404)
ensive study of a major playwright, genre, form or theme. The seminar topics will vary from year to year. ɔeatable. Prerequisite: 201 or two courses in English literature. **Farris, Pauzé. 4**

ıior Research (BLST-451)
ff. 0-4

Senior Research (BLST-452)
Staff. 4

Honors Project (BLST-461)
Staff. 4

Honors Project (BLST-462)
Staff. 4

Chemistry and Biochemistry

Faculty

Associate Professor Charles W. Sokolik, Chair

Professor Thomas A. Evans; Associate Professors Michael M. Fuson, Brigitte L. Ramos, Charles W. Sokoli
Assistant Professors Jordan L. Bennett, James P. Finley, Peter L. Kuhlman, Sonya L. McKay

Departmental Guidelines and Goals

The chemistry and biochemistry curriculum provides courses which are designed to enable students as co tributing professionals and engaged citizens to deal effectively with a world increasingly dominated by t ideas and methods of modern science. Majors are qualified for immediate employment in industry. Hov ever, many elect to attend graduate school in chemistry, biochemistry, or related areas, or enter schools medicine, dentistry, or engineering. The department is approved by the Committee on Professional Trainin of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to studen who satisfy certain requirements beyond a B.S. in chemistry.

Majors are encouraged to participate in the various on-going research projects in the department. Non-majo have access to the department s resources as they are required for their projects. Additional research oppo tunities are available in the department during the summer and as part of the Oak Ridge Science Semest described elsewhere in this catalog. Various combinations of chemistry courses are needed to meet the r quirements for teaching certification in chemistry at the secondary school level. Consult the Department Education early in the First-Year.

Approved eye protection is required in all laboratory courses. The general policy regarding safety glasses explained in detail (see page 241).

A policy of *breakage fees* governs equipment use in *all* laboratory courses. This policy is described earlier this catalog.

Chemistry Major

The department provides two routes to the bachelor s degree: a Bachelor of Science program for studen wishing an intensive study of chemistry in preparation for professional careers or graduate work; and a Bac elor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary sch teaching or other areas requiring a strong chemistry background. Earning a B.A. degree does not preclude professional scientific career, although an additional year of undergraduate study may be required for admi sion to some graduate programs.

All majors must complete Chem. 121-122; 223-224; 225-228; 231; 472; and also Math. Sci. 123-124 a Phys. 121-122. In addition, B.A. majors must complete either Chem. 341 or 342; and one additional cour from among Chem. 302, 341, 342, 401, 402, 417, and 431. A student electing to receive a B.S. degree mu complete Chem. 341, 342, 417 and two additional courses from among Chem. 302, 401, 402, and 431 or least one semester of laboratory research (4 credits per semester) taken either as Chem. 361 or 362, Che

l or 452, or Chem. 461 or 462 in addition to the requirements for the B.A. A B.S. major who takes Chem. l and Chem. 302 as part of the degree requirements will be certified to the American Chemical Society.

iochemistry Major

e department also offers a Bachelor of Science degree in biochemistry. This is a rigorous course of study nich will provide the student with a strong background for professional schools (medical, dental, pharmalogy, veterinary) as well as graduate schools in biochemistry and related fields.

student may graduate with a B.S. degree in biochemistry on fulfillment of G.E. requirements and the ccessful completion of the following courses: Chem. 121-122; 223-224; 225-228; 231; 302; 341 or 342; l; 482. In addition, students must complete Biol. 101 or 102; 201; 315; Math 123-124; Physics 121-122; l choose two additional semesters of science courses. At least one of the two elected science courses must from the following: Biol. 316; 324; 325; 332; 334; 341; 345; the second elected science course may be ther course selected from the above list of biology courses, or selected from the following list of chemistry rses: 341; 342; 402; 417; 431. The second elected science course may be also be replaced by research in Department of Chemistry/Biochemistry or Department of Biology with approval of the department.

nemistry Major (Environmental Studies Minor)

vironmental Studies Minor (see page 101).

nemistry Minor

e department requires 20 semester hours of work in chemistry for the completion of a minor in chemistry: em. 121-122, Chem. 223-224 and the associated laboratory work, and one additional semester of course rk at the 200 level or above would satisfy this requirement.

urse Offerings

emistry in Modern Society (CHEM-110)

s course is intended for students who are not majoring in the sciences or who need further preparation ore entering General Chemistry. It consists of an introductory treatment of the fundamental ideas of chemy such as periodic properties of atoms, molecular structure and chemical reactivity. These ideas are then lied to examination of topics of current interest such as the environmental chemistry of air, water and lution, and the health related chemistry of food, drugs and radiation. This course satisfies the GE science uirement. Three class periods and one laboratory weekly. Safety goggles required. **Staff. 4**

neral Chemistry I (CHEM-121)

introductory study of basic chemical topics including fundamental language and nomenclature; stoichiom- ; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of ter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and elec- hemistry. Attention will be given to properties and reactions of biologically and industrially important stances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school mistry or 110. Four class periods and one laboratory period weekly. Safety goggles required. **Staff. 4**

neral Chemistry II (CHEM-122)

introductory study of basic chemical topics including fundamental language and nomenclature; stoichiom- ; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of ter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and elec- hemistry. Attention will be given to properties and reactions of biologically and industrially important

substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques a are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high scho chemistry or 110. Four class periods and one laboratory period weekly. Safety goggles required. **Staff. 4**

Introductory Topics in Chemistry (CHEM-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Environmental Chemistry (CHEM-212)
A study of the chemistry of the atmosphere, natural water, and soils with a special focus on acid precipi tion, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid a hazardous waste disposal and risk assessment. Prerequisites 121-122. Three class periods and one labo tory weekly. This course can be used to satisfy minor in chemistry. Safety glasses required. (Not offered 2002-03) **Ramos. 4**

Organic Chemistry I (CHEM-223)
A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. The reaction chemistry and ste ochemistry of most of the principal classes of organic compounds are emphasized, specifically synthes reaction mechanisms, theoretical concepts, and the spectroscopic analysis of compounds. Increasingly, w in the second semester deals with biologically important examples. A laboratory course, (listed below) as propriate, must accompany enrollment. Prerequisites: for 223, 122; for 224, 223. Four class periods wee **Evans, McKay. 3**

Organic Chemistry II (CHEM-224)
A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. The reaction chemistry and st ochemistry of most of the principal classes of organic compounds are emphasized, specifically synthes reaction mechanisms, theoretical concepts, and the spectroscopic analysis of compounds. Increasingly, w in the second semester deals with biologically important examples. A laboratory course, (listed below) as propriate, must accompany enrollment. Prerequisites: for 223, 122; for 224, 223. Four class periods wee **Evans, McKay. 3**

Organic Chemistry Laboratory (CHEM-225)
Techniques of organic laboratory practice taken concurrently with 223. Experiments are selected to dem strate the preparation, behavior and characterization of typical organic compounds, and to introduce the te niques of organic qualitative analysis. The laboratory provides an experimental basis for illustrating asp of the chemistry discussed in 223. One laboratory period weekly. Safety goggles required. **Evans, McKa**

Organic Chemistry Laboratory (CHEM-226)
Techniques of organic laboratory practice taken concurrently with 224. Experiments are selected to dem strate the preparation, behavior and characterization of typicalorganic compounds, and to introduce the te niques of organic qualitative analysis. The laboratory provides an experimental basis for illustrating asp of the chemistry discussed in 224. One laboratory period weekly. Safety goggles required. **Evans, McKa**

Organic Chemistry Laboratory (Majors) (CHEM-228)
Laboratory work in organic chemistry similar to that offered in 226, but taken concurrently with 224 by th students planning to major in chemistry or biochemistry. Two laboratory periods weekly. Safety gog required. **Evans, McKay. 2**

Analytical Chemistry (CHEM-231)
A course of quantitative analytical chemistry based on principles of chemical equilibrium, kinetics, and t modynamics. The laboratory includes exposure to a range of solution methods along with spectrosco chromatographic, and electrochemical techniques for analysis. Offered fall semester only. Three class p ods and one laboratory period weekly. Safety glasses required. Prerequisite: 122. **Ramos. 4**

ntermediate Topics in Chemistry (CHEM-299)
. general category used only in the evaluation of transfer credit. **Staff. 1-4**

iochemistry (CHEM-302)
. study of the chemical and physiochemical properties of living organisms. Concepts will be developed rough a study of the physical and chemical properties of biological compounds and integration of various etabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include e isolation and study of properties of biological compounds. Prerequisites: 224 and 226 or 228 and Biology 01. Offered in the fall semester (also as Biology 302). Three class periods weekly plus laboratory. Safety lasses required. **Kuhlman, Sokolik. 4**

hermodynamics and Kinetics (CHEM-341)
n examination of the physical properties of chemical systems from both macroscopic and microscopic points view. Topics include: gas laws and the kinetic molecular theory; thermodynamics and thermochemistry; uilibria and chemical kinetics. Prerequisites: Chemistry 122, Math 123, Physics 122. Four class periods d one laboratory period weekly. Safety glasses required. **Fuson. 4**

uantum Chemistry and Spectroscopy (CHEM-342)
n examination of the structures and energies of molecules. Topics include: structure and bonding from a antum mechanical point of view; symmetry; and an introduction to spectroscopy. Four class periods and e laboratory period weekly. Prerequisites: Chemistry 122, Math 123, Physics 122. Safety glasses required. **ıson. 4**

irected Study (CHEM-361)
aboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors d seniors. Prerequisites: 224 plus 342 or consent. Hours arranged. Safety glasses required. **Staff. 1-4**

rected Study (CHEM-362)
boratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors d seniors. Prerequisites: 224 plus 342 or consent. Hours arranged. Safety glasses required. **Staff. 1-4**

dependent Study (CHEM-363)
aff. 1-4

dependent Study (CHEM-364)
aff. 1-4

lvanced Topics in Chemistry (CHEM-399)
general category used only in the evaluation of transfer credit. **Staff. 1-4**

lvanced Biochemistry (CHEM-401)
is is a topical course, the content of which will vary from year to year. In general, a detailed look at a iety of recent biochemical topics will be conducted through readings of the primary literature. Laboratory l offer an in-depth, semester-long research experience. Offered Spring semester (also as Biology 401). requisite: CHEM/BIOL 302. Safety glasses required. **Kuhlman, Sokolik. 4**

vanced Organic Chemistry (CHEM-402)
tudy of synthetic strategy and certain theoretical aspects of organic chemistry using specially selected ex ples. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic es, including compounds of biological significance. Prerequisites: 224 and 226 or 228. Three class periods one laboratory period weekly. Safety glasses required. **Evans, McKay. 4**

rganic Chemistry (CHEM-417)
tudy of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bond- theory, structure and reactivity of coordination complexes; acid-base concepts; organometallic chemistry

and bioinorganic chemistry. Prerequisites: 224 and 342. Three class periods and one laboratory period weekl Safety glasses required. **Bennett. 4**

Instrumental Analysis (CHEM-431)
An examination of modern instruments used in absorption spectroscopy, electrochemistry, and chromatogr phy. Emphasis is on instrumental use as well as underlying theory. Selected aspects of electronics are als discussed. Examples and problems are drawn from the current chemical literature. Prerequisite: 231. Thr class periods and one laboratory period weekly. Offered in spring semester only. Safety glasses require **Ramos. 4**

Senior Research (CHEM-451)
Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify f graduation with honors must first enroll in these courses. Prerequisite: Staff approval. Hours arranged. Safe glasses required. **Staff. 4**

Senior Research (CHEM-452)
Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify f graduation with honors must first enroll in these courses. Prerequisite: Staff approval. Hours arranged. Safe glasses required. **Staff. 4**

Honors Project (CHEM-461)
Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registrati is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registrati in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. Safety glasses requir **Staff. 4**

Honors Project (CHEM-462)
Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registrati is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registrati in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. Safety glasses requir **Staff. 4**

Senior Seminar (CHEM-472)
A seminar program for the discussion of new developments in chemistry. Student written and oral presen tions are based on extensive use of the chemical literature. Required of all departmental chemistry majo Prerequisite: Senior standing or consent. (Offered spring semester) **Staff. 2**

Current Literature in Biochemistry and Molecular Biology (CHEM-482)
Student-led presentations of the recent biochemical/ molecular biological literature. Accompanied by instr tion in finding and critically examining information resources in the biochemical sciences. Required of departmental biochemistry majors. (Offered spring semester - also as BIOL 482) **Kuhlman, Sokolik. 2**

hinese

aculty

ofessor Gary Baker, Chair

sociate Professor Xinda Lian

epartmental Guidelines and Goals

ucated people spend their lives trying to grow in political, social and intellectual freedom. One kind of ellectual freedom requires us to break away from the notion that our native language is the most natural l apt means of expressing the full range of human experience. An education can start with the discovery that words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and ablish relationships with others. Learning a foreign language contributes to our education by providing an imate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. thermore, foreign-language courses allow entry into the subjectivity of the target language on its own tural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

r basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual stery of a foreign language. When students take full advantage of that opportunity, they can use the target guage in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a eign language in most of its courses because it believes that students can best appreciate a foreign culture n within its own mode of expression.

h a view toward career opportunities, the Department encourages integrating foreign language study with riety of other academic areas, such as history, philosophy, international studies, environmental studies, ogy, economics, political science, and English. Courses in area studies and literature, aside from their insic worth, also present multiple opportunities for experiences with other cultures and various realms of llectual activity.

udent wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should sult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs). portunities to improve the student s command of the language are provided on the campus by the language es, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

ification by the Department of Education of the State of Ohio requires a minimum of 45 semester-hours redit in one language, including courses at the beginning and intermediate levels.

ditional Points of Interest

eral Departmental Regulations

ents wishing to fulfill the basic requirement in language by continuing the one begun in secondary school find it advantageous to begin their course work in the first year. The language requirement should be pleted by the end of the junior year.

timedia Langugage Learning Center

mportant asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, the LC provides support for learning activities, outside and inside the classroom, ranging from grammar drills search as well as discussions on authentic materials published on the web. All beginning courses (first second semesters), meet in the MLLC once a week. The area is designed not only for individualized uction but also for group work and small seminars that use multimedia materials for class discussion.

Although the Department of Modern Languages offers majors in French, German and Spanish, they als offer courses in other languages for the purpose of general education and support of other college program Courses in Chinese are listed below.

Course Offerings

Beginning Chinese I (CHIN-111)
A comprehensive introductory course in modern standard Chinese through the four basic skills: aural compr hension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciati and the four tones as well as the basic grammatical patterns. **Lian. 4**

Beginning Chinese II (CHIN-112)
A comprehensive introductory course in modern standard Chinese through the four basic skills: aural compr hension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciati and the four tones as well as the basic grammatical patterns. **Lian. 4**

Chinese Literature in Translation (CHIN-205)
This survey course provides acquaintance with, and enjoyment of, masterworks of various genres in C nese literature that have exerted great influence on the life and thought of Chinese people through the ag (Normally offered in the fall.) **Lian. 4**

Intermediate Chinese (CHIN-211)
Development of conversational skills. Comprehensive grammar will be the core of the course, along w further development of reading ability and more extensive oral practice. Prerequisite: 112. **Lian. 4**

Intermediate Chinese II (CHIN-212)
Further development of fluency in conversation and in reading. Emphasis on the students' ability to w Chinese characters through composition exercises. Prerequisite: 211. **Lian. 4**

Intermediate Topics in Chinese (CHIN-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Philosophical Taoism in Chinese Literature (CHIN-305)
This course examines a special group of early Chinese texts from antiquity to the 8th century that will only enlighten, but also delight, modern readers: ancient Taoist texts written in fascinating literary style, a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offe in the spring) **Lian. 4**

Advanced Chinese (CHIN-311)
Selected language and literature opportunities in Chinese language. **Lian. 4**

Advanced Chinese (CHIN-312)
Selected language and literature opportunities in Chinese language. **Lian. 4**

Advanced Chinese (CHIN-321)
Fifth-semester Chinese offered by remote collaboration from Kenyon College. (Normally offered in the **Bai. 4**

Chinese Cinema in English: A Cultural and Literary Study (CHIN-340)
With the aid of modern critical theories, students will study the most representative works of Chinese ci since the mid-1980s. By analyzing the origins, themes and styles of the films, students can hope to h better understanding of the main cultural and literary trends in contemporary China and of modern Ch society in general. The course will be conducted in English. **Lian. 4**

rected Study (CHIN-361)
adings in Chinese texts. **Lian. 1-4**

rected Study (CHIN-362)
adings in Chinese Texts. **Lian. 1-4**

lependent Study (CHIN-363)
iff. 1-4

lependent Study (CHIN-364)
iff. 1-4

inema

culty

sociate Professor David Bussan, Chair

fessor R. Elliott Stout

partmental Guidelines and Goals

major in Cinema is designed for the serious student who is interested in both the history and development ilm and video as art forms and the creative process of producing cinematic works. The goals of the major to provide students with a working knowledge of the principles of production in connection with an erstanding of cinema as an art form. In this regard, an understanding of cinema theory, analysis and ory is essential.

nema Major

uired Courses for B.A.: 32 credits
World Cinema (4 credits), 219 Elementary Cinema Production (4 credits), 310 Video Theory and Produc- (4 credits), 326 History of Cinema (4 credits), 410 Advanced Cinema Production (4 credits), 412 Theory inema (4 credits), Elective Course in Cinema (4 credits)

course from the following five courses: Thtr 201 Development of Dramatic Art, Art 117 Photography I ndation, Com 225 Radio and Television in America, Mus 216 Audio Recording and Sound Editing, Phil Philosophy of the Arts

nema Minor

uired Courses: 20 credits
World Cinema (4 credits), 219 Elementary Cinema Production (4 credits), 326 History of Cinema (4 its), 410 Advanced Cinema Production (4 credits), 412 Theory of Cinema (4 credits)

rse Offerings

ld Cinema (CINE-104)
ntroductory study of the dominant theatrical medium of the 20th century. Critical analysis of narra- documentary, animation, and experimental cinema. An introduction to basic scholarly and evaluative paches to film and video art. Screenings, readings, and critical papers. No prerequisites. Required of ma majors. **Stout. 4**

Elementary Cinema Production (CINE-219)
An introductory course exploring the nature of the cinematic medium from the point of view of product and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series film projects in 16mm format. Some attention will be paid to video production. The student will be requi to share in the expenses involved in his or her film production. Required of Cinema majors. No prerequisi **Bussan. 4**

Intermediate Topics in Cinema (CINE-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Video Theory and Production (CINE-310)
A course in video examining this electronic-based medium in both theory and practice. Students comple series of short video projects in several genres - documentary, narrative and experimental. Emphasis wil placed on comparisons between video and film, film grammar and all facets of production. Students are quired to share in the expenses of their productions. Required of Cinema majors. Prerequisite: 219. **Bussa**

Cinema Seminar (CINE-312)
The subject for these seminars varies from year to year, and offers the advanced student of cinema inten and humanistic investigation of specialized generic, stylistic, and creative problems in the fields of film an video. Research papers, screenings, critical essays, readings. Prerequisite: One Cinema course or cons Repeatable. **Stout, Bussan. 4**

History of Cinema (CINE-326)
A survey of the social and aesthetic impact and development of cinema from its literary and technolog origins in the 19th century through the French and American development of the early silent cinema, S expressive montage, German expressionist cinema, the French surrealist avant garde, the studio yea Hollywood, Italian neo-realism, the new wave and contemporary developments, including the recent influ of electronically generated and broadcast cinema. Screenings, readings, research and critical papers. Req of Cinema majors. **Stout. 4**

Screenwriting (CINE-328)
A course offering a small group of students guided practice in dramatic writings for the screen. This s nar includes readings, film viewings, script analyses and weekly writing exercises, with emphasis upo dramatic feature screenplay. Prerequisite: one previous Cinema course, junior or senior standing, or con **Stout. 4**

Directed Study (CINE-361)
Staff. 1-4

Directed Study (CINE-362)
Staff. 1-4

Independent Study (CINE-363)
Staff. 1-4

Independent Study (CINE-364)
Staff. 1-4

Advanced Topics in Cinema (CINE-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Advanced Cinema Production (CINE-410)
A production course designed for the advanced student of cinema. A rigorous and intensive practical cou the techniques of sound motion picture production. Working in the 16mm format, students complete a of individual and group projects. Students learn the fundamentals of production management, camera

sitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. dents are required to share in the expenses of their productions. Required of Cinema majors. Prerequisite:). **Stout. 4**

eory of Cinema (CINE-412)
investigation of the salient theories of cinema from the pioneering work of Eisenstein and Pudovkin to rent work in ideological, structuralist, and semiotic analysis. Reference is made to traditional literary and criticism, as well as to relevant sociological and anthropological research. Little attention is paid to routine nalistic film criticism. Emphasis is on screenings, readings, research, and critical papers. Prerequisite: 104 19 or 326. Required of Cinema majors. **Stout. 4**

ema Techno-Aesthetics (CINE-417)
advanced production course for students of cinema who wish to make their own sync-sound 16mm films. h student in the class produces a short 16mm sound film from script to answer print while learning how se the department's most sophisticated equipment. Students learn techniques in camera operation, sound rding, lighting and editing. Students also serve as crew members on each other's projects. Students are ired to share in the expenses of their productions. Prerequisites: 219 and 410. **Bussan. 4**

ema Workshop (CINE-419)
igned for a limited number of students who have demonstrated significant ability in cinema production. course involves students in the creation of works of cinematic art in 16mm sound format as a total process n script to screen. Some advanced video production may be permissible, by consent. Students are required are in the expenses of their productions. Repeatable up to a limit of 16 credit hours. It should be noted Cinema Workshop is not designed to provide professional training but rather to permit students to explore creative abilities while employing professional tools and procedures. Prerequisites: 219, 410 and 417. **san. 4**

or Research (CINE-451)
f. 4

or Research (CINE-452)
f. 4

ors Project (CINE-461)
f. 4

ors Project (CINE-462)
f. 4

Classical Studies

Faculty

Associate Professor Garrett Jacobsen, Chair

Professor Timothy P. Hofmeister; Associate Professor Garrett Jacobsen; Instructor Michael P. Fronda

Departmental Guidelines and Goals

By definition, a liberal arts education stresses the importance of coming to terms with those elements cent to the development of a free human spirit. Classical Studies affords the opportunity for students to underta thoughtful study and reflection about issues central to this quest.

In its broadest sense, Classics is the study of the ancient languages, literatures, and cultures of the area s rounding the Mediterranean basin from approximately 2000 B.C. to 500 A.D. It embraces three civilizati the Minoan-Mycenaean, the Greek and the Roman; two languages Greek and Latin; and a geographical a including Europe, North Africa, and the Middle East.

In its very essence, study in the Classics is primarily cross-disciplinary and humanistic. It concentrates on aspects of human achievement which have served as the foundations of western civilization. These inquir encourage breadth rather than specialization insofar as a student reading Classics should acquire familia with classical antiquity through the study of history, literature, philosophy, religion, art, and architect Throughout these studies, an attitude about and an appreciation for criticism and interpretation are foster

The study of Classics provides the opportunity for the student to realize various objectives: the acquisitio a competence in the classical languages; the development of an appreciation, a comprehension, and an en ment of classical literatures; and an understanding of the history and culture of the ancient world. Clas assists in making available the great literature of the world and places emphasis on aspects of the Greek Roman genius, the forms of literature created and perpetuated, and the permanent contribution to the stud human nature and well-being so necessary for a liberally educated person.

In many ways, the Greeks and Romans faced virtually every issue which confronts contemporary hu beings. Since we have in their civilizations the completed record of their failures and successes, in a sense, the Classics serve as the nucleus of a liberal arts education.

Classical Studies Majors

Classical Studies offers two majors: Latin (see page 144) and Classical Civilization (see page 56).

Classical Civilization Major

The major in Civilization provides an opportunity to study the history and culture of ancient Greece and R By examining the social identity, political evolution, and intellectual development of classical civilizatio student derives an essential understanding of the historical and cultural foundation of contemporary we society. The curriculum is designed to present a broad perspective of classical antiquity and to answe question of what it meant to be a Greek or a Roman; it offers a valuable complement or preparation for in law, government, modern languages, literature, education, philosophy, religion, history, and the arts.

The major in Classical Civilization normally requires a minimum of 36 credit hours and a senior projec completion of four CLCV courses; Latin 111-112 or Greek 111-112; a related course from Political Sci Religion, Philosophy, or Art; two electives chosen with the consent of the adviser from Latin, Greek, C First-Year Seminars or Honors, related courses, or heritage courses; and the Senior Conference.

The Senior Conference is required of majors in Latin and in Classical Civilization. It is taken in conjun with a course required for the major and will be structured as a series of joint conferences throughou semester between the student, the instructor of the required course, and a member of the Classical St

iff. It is expected that students will write a major paper as part of this activity. Students will receive one hour credit for this activity, which must be taken during the senior year. Senior Research may be substituted for e Senior Conference.

lassical Civilization Minor

ıe minor in Classical Civilization requires the completion of four CLCV courses and two electives chosen th the consent of the adviser, for a minimum of 24 hours.

dditional Points of Interest

eek (GRK). No major or minor is offered in Greek but courses are taught that complement the Classical vilization and Latin majors.

ourse Offerings

ıcient Greece: History and Civilization (CLCV-201)
survey of ancient Greek culture and history from Minoan- Mycenaean civilization, through the ascendancy Athens to the conquests of Alexander the Great. Attention is given to the social, political, and cultural luences of Greek civilization on Western society. (Fall 2002) **Fronda. 4**

ıcient Rome: History and Civilization (CLCV-202)
survey of Roman civilization from the Etruscan kings through the Republic expanding beyond Italy to an ıpire dominating Europe and the Mediterranean world. Of primary consideration is the force of the Roman ıracter on the structure and perspectives of western civilization. (Spring) **Fronda. 4**

eek Literature and Ancient Society (CLCV-211)
urvey of ancient Greek literature from the Homeric epic to the orations of Demosthenes, covering the areas poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature l society are emphasized. All readings are in English. (Spring) **Hofmeister. 4**

tin Literature and Ancient Society (CLCV-212)
urvey of Latin literature from the comedy of Plautus to the satire of Juvenal, covering the areas of poetry, ma, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society emphasized. All readings are in English. (Fall 2002) **Jacobsen. 4**

ıssical Mythology (CLCV-221)
: study of the myths of the ancient world. The oral and literary tradition of mythology, ancient conceptu- ations of god and universe, modern theory and interpretation of myth are important topics. **Hofmeister, obsen. 4**

:a Antiqua: Research (CLCV-230)
s is a seminar that culminates in a research paper specifically related to the topic of CLCV 231. It is offered / in the spring semester, and it is a prerequisite for CLCV 231. (Spring) **Jacobsen, Sandin. 2**

:a Antiqua: On Site (CLCV-231)
in-depth study of a particular individual, place, aspect, or era of classical antiquity. This course involves site travel and study in Europe and the Mediterranean from mid- May to early June. Topics and sites vary from year to year. "Gods and Heroes" (Greece), "The Eternal City" (Italy), "The Legacy of Rome" tain-France-Germany) are examples. Additional fees will be charged for travel, accommodations, pro- n costs, and academic credits. Prerequisite: CLCV 230 or consent. (Spring) **Jacobsen, Sandin. 2**

Topics in Ancient History (CLCV-331)
An in-depth study of a particular aspect or era of ancient history including political, economic, and soci themes. (Spring) **Staff. 4**

Topics in Ancient Literature (CLCV-341)
An examination of a particular genre or theme in ancient literature. (Spring) **Staff. 4**

Directed Study (CLCV-361)
Staff. 1-4

Directed Study (CLCV-362)
Staff. 1-4

Independent Study (CLCV-363)
Staff. 1-4

Independent Study (CLCV-364)
Staff. 1-4

Senior Conference (CLCV-441)
Staff. 1

Senior Conference (CLCV-442)
Staff. 1

Senior Research (CLCV-451)
Staff. 4

Senior Research (CLCV-452)
Staff. 4

Honors Project (CLCV-461)
Staff. 4

Honors Project (CLCV-462)
Staff. 4

Communication

Faculty

Associate Professor Suzanne Condray, Chair

Associate Professors Suzanne E. Condray, Laurel Kennedy; Assistant Professors Tim Anderson, John Arth Rhunette Diggs, Jeffrey Kurtz, Lisbeth Lipari, Amanda Lotz; Instructor Alan D. Miller (part-time)

Departmental Guidelines and Goals

Courses in the Department of Communication examine the process by which meanings are developed, shap and shared in interpersonal, speaker-audience and mass media contexts. In the classroom, faculty and stud study the characteristics of messages that affect the ways people perceive them, assign meaning to them, respond to them in different circumstances.

Courses in the department present opportunities for students who wish to gain a deeper insight into the c munication process or who are considering careers in teaching, law, journalism, radio or television broad

ıg, public relations, communication management, government, business, sales or marketing, the ministry or ɔunseling.

Communication Major

student majoring in Communication must complete a minimum of 36 semester hours of credit in the epartment. All majors must take Communication 100 and 200 before taking upper division (300- and 400-vel) courses. In addition to completing these core requirements, students must complete 8 additional credit ours of 200-level coursework, 8 credit hours of 300-level coursework, a 4 credit 400-level seminar and 8 edit hours of electives from the curriculum.

ommunication Minor

student minoring in Communication must complete a minimum of 24 semester hours of credit in the epartment. All minors must take Communication 100 and 200 before taking upper division (300- and 400-vel) courses. In addition to completing these core requirements, students must complete 4 additional credit ours of 200-level coursework, 4 credit hours of 300-level coursework, a 4-credit 400-level seminar and 4 edit hours of elective.

ourse Offerings

ɔmmunication in Social Interaction (COMM-100)
is course introduces students to selected theoretical perspectives and vocabularies for understanding hu-ın communication. This course is designed to both introduce and provide an overview of the discipline communication studies. First-Year or sophomore standing or consent. Required of all majors and minors. **pari, Arthos. 0-4**

blic Speaking (COMM-101)
is course is designed to help students develop skills for effective oral communication. At a minimum, stu-ıts will emerge more confident on the public platform. When refined by practice and experience, the critical nking, composition, and performance skills learned should prove most useful in personal and professional leavors. **Kurtz. 4**

edia Literacy (COMM-147)
ıile most of us are proficient consumers of visual electronic media - we have the speed of symbol-ognition and comprehension skills to be adept "readers" - few of us have been taught to bring to that ding the critical skills we learn in the study of literature, music or art. This course examines how sound l images construct the "realities" that media presumably represent. **Condray. 4**

roductory Topics in Communication (COMM-199)
ɡeneral category used only in the evaluation of transfer credit. **Staff. 1-4**

search in Communication (COMM-200)
e purpose of this course is to expose students to major research methods used in the communication dis-line. The course will sensitize students to issues in the field, familiarize students with types of research hods used in the discipline and enable students to formulate research questions, and design appropriate lies to answer those questions. In addition, the course will facilitate students' ability to understand the ic and process of research and to engage in critical analyses of reports and studies published in communi-on journals. First-year or sophomore standing or consent. Required of majors/minors. **Anderson, Diggs, ndray. 4**

Writing For Print (COMM-208)
This course focuses on the fundamentals of reporting and writing nonfiction for print. Topics include story telling and narrative, lead writing, point of view, information gathering, interviewing, and more. The cla aims to help students develop overall research, writing, and thinking skills; questioning, listening, and inte viewing skills; and a more sophisticated understanding of print journalism. **Miller. 4**

Communication Ethics (COMM-211)
This course explores communication ethics from philosophical and applied perspectives in a variety of soci contexts. Weekly theoretical discussions are grounded in applied cases that resolve around issues such whistleblowing, free speech, group think, lying, confidentiality, privacy, coercion, and consensus. **Lipari. 4**

Small Group Communication (COMM-221)
This course studies the communication process in the task oriented discussion group. Topics to be consider include group culture, methods of decision making, verbal and nonverbal elements in the communicati process, the role structure of the group, group leadership, and others. Students will seek to apply fundamen principles in a series of small-group projects. **Diggs. 4**

Argumentation and Debate (COMM-222)
In this course students will explore the art of inquiry and advocacy known as argumentation. In order become better audiences and practitioners of argument, students will consider the nature of argument, t building blocks of argument and the practice of argument in public debate. **Arthos, Kurtz. 4**

Persuasion (COMM-223)
In this course, students examine the enchanted art of influence and advocacy known as persuasion. Stude will survey this art from various theoretical, critical, and textual perspectives becoming better practition and receivers of persuasive discourse. **Arthos, Kurtz. 4**

Interpersonal Communication (COMM-224)
This course provides students with an interpretive and critical perspective for investigating the process of making social worlds. Students will use the theory of coordinated management of meaning (CMM) to analy interactional patterns of communication in personal and cultural mythology, in family communication, an college students' culture. **Staff. 4**

Radio and Television in America (COMM-225)
The communication industry is undergoing dramatic change as new technologies and shifting attitudes tow regulation alter relationships within the industry, rechannel audience viewing and redirect revenues. Th changes have sparked debate about whether the media serve us better when conceived of as a public t as a private enterprise. This question guides our examination of the development of American media, t component parts, and their regulation by both the government and the market. **Lotz. 4**

Mass Society and Communication (COMM-226)
This course is designed to initiate students into critical and intelligent debates surrounding the issue of c munication and its pertinence to mass, modern and postmodern societies. We consider specifically how n communication has been defined from the 19th through to the beginning of the 21st century and how history is relevant to issues of mass society today. Given that almost every person in America is affecte mass culture and media, we will discuss through the lectures, discussions and exercises a number of co versial suggestions, critical paradigms and mainstream assumptions. Throughout the course, students wi expected to understand these approaches and be able to both criticize and recognize the legitimacy of t models. **Anderson. 4**

Communication as Performance (COMM-228)
Communication is a performative and interpretive process. Through their performance of communica people make their lives meaningful, define themselves, and attribute value to messages of others. This co explores the richness found in the study of oral communication through a variety of texts such as oral histo

rative, dramatic and non-dramatic documents, and stories. We will practice analysis and presentation of able texts for oral performance involving prosody, poetic diction, sound values, rhythm, and imagery of al effectiveness. **Staff. 4**

nder, Race and the Media (COMM-229)
s course examines the historical constructions of gender and race in media portrayals, as well as the iocultural implications of those constructions. Topics include media access, coverage, representation and spective as conveyed in print, broadcast, advertising and film mediums. A goal of the course is to help lents become aware of the influence that perspective and access play in the construction of ideas and ges. **Condray, Lotz. 4**

)lic Relations (COMM-230)
introduction to the theories, methods, and practice of public relations, examining the efforts of institu-is to influence and maintain favorable opinion both within and outside of their organizations. The course include case studies in industrial and political public relations efforts, and exercises in public relations vities and crisis communication. Prerequisite: Comm 223 or consent. **Staff. 4**

dia and Foreign Policy (COMM-284)
ff. 4

ermediate Topics in Communication (COMM-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

dia Programming and Economics (COMM-301)
s course examines the economic influences on media content, the decision-making processes that influence production of programming, and the influence of new technologies on programming. Prerequisite: Comm or consent. **Lotz. 4**

nparative Media Systems (COMM-305)
s course examines media systems in developed and developing nations. It explores the organizational ure of the media system and its relationship to a nation's social, political, and economic structures. **Staff. 4**

ganizational Communication (COMM-306)
tudy of the communication process in organizational settings, including an examination of contrasting ories of organization, the role of communication in different types of organizational structures, the impact rganizational culture, and the nature of communication on different levels within the organization. **Staff. 4**

wswriting for Radio and Television (COMM-308)
s course introduces newsgathering principles, concepts and stylistic techniques related to newswriting ommercial and non-commercial radio and television formats. Students can expect to learn and to prac-basic reporting and writing skills for headline stories, in-depth interviews, news packages, features and umentaries. **Condray. 4**

iptwriting (COMM-309)
ourse introducing techniques of non-fictional and fictional writing for visual media. Assignments and se materials examine research, narration, characterization, dialogue, plot development, script design, luction techniques and other aspects of writing for television/cable drama and comedy programming. **dray. 4**

thetic Communication (COMM-312)
course examines the dynamic and complex relationships between human communication, ritual, and ural performance of the body. Communication scholars, like their colleagues in folklore, anthropology, ology, and theatre, recognize that human speech and behavior are capable of producing powerful aesthetic riences with significant rhetorical consequences in a given cultural context. This seminar is devoted to

understanding how communication theories of the body and cultural practices operate in everyday life a social formations. **Staff. 4**

Special Topics in Communication (COMM-315)
These classes focus intensively upon a particular aspect of communication. May be taken more than once elective credit as an upper division course. Examples of recent topics include: Critical Theory in Commu cation. **Staff. 4**

Communication Law (COMM-328)
Communication Law examines the constitutional and statutory principles associated with the First Amer ment issues of free speech and free press. The course examines legal decisions, governmental regulat doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed clude censorship, obscenity and pornography, libel law, privacy, governmental secrecy, free press/fair tr regulation of telecommunications, advertising and the Internet. **Condray. 4**

Communication and the Human Condition (COMM-335)
This course examines the human condition of social and moral conflict and its impact on freedom, ident and public life in the contemporary United States. The course provides a variety of theoretical frameworks understanding social and political conflict, and creates a public forum for discussing difficult social issu **Lipari. 4**

Exploring Rhetorical Texts (COMM-344)
This course examines the art of rhetorical criticism. In becoming a practicing rhetorical critic, students learn to situate, interpret, and judge historical and contemporary public persuasive discourse. Topics incl the nature of criticism and the role of the critic, the process of contextual reconstruction, key issues in text reading, and methods of rhetorical analysis. Prerequisite: COMM 101, 222 or 223. **Arthos, Kurtz. 4**

Mass Media and American Foreign Policy (COMM-348)
This course explores the nature and the extent of interaction between the mass media and the processe foreign policy formulation and conduct in the United States. The media-policy link is examined with partic attention to the emerging features of the international system, the increasing importance of global media public opinion, the globalization of policy issues and the expansion of press, polling and communica staffs in government agencies. **Staff. 4**

Directed Study (COMM-361)
Staff. 1-4

Directed Study (COMM-362)
Staff. 1-4

Independent Study (COMM-363)
Staff. 1-4

Independent Study (COMM-364)
Staff. 1-4

Advanced Topics in Communication (COMM-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Sem. Communication (COMM-400)
Senior seminar topics in communication. One communication 400 course is required for the communica major. **Lipari, Condray, Anderson, Kurtz. 1 or 4**

ws Criticism (COMM-401)

is seminar examines the political, economic, cultural and epistemological implications of journalism. We gin by examining the cultural forces that shape what we today call news and then explore journalism's itical significance - to what extent does news serve democracy? What are the political implications of increasing corporate control of news media? Along the way, we will pay close attention to the increasly blurred boundary between fact and fiction, entertainment and information, and tabloids and journalism. **ari. 4**

nguage, Identity and Politics: Discourse and the Public Sphere (COMM-402)

s course examines the role of language and discourse in constructing, maintaining and transforming idenss, publics and politics in late 20th century democracies. Throughout, we will consider the relationship ween language use and unequal relations of power. We will begin with an introduction to discourse studand explore discourse as symbolic power, social practice and ideology. Next, we will examine the role liscourse in constructing and maintaining identities and communities, including those of sublatern and ginalized publics. Finally, we will examine and critique the role of discourse in public sphere(s) from ocentric, feminist and queer perspectives. **Lipari. 4**

ture and Communication (COMM-403)

s seminar takes a historical and critical approach to understand the role communication plays in creating ous cultural experiences. Major theories on culture and race are examined. Topics include: How can we understand and study the construct "culture?" What does "American culture" mean within a pluralistic diverse society? How are different cultural voices created, heard or erased? How is "America" constructed n international scholars' perspectives? **Staff. 4**

s Media and the Presidency (COMM-404)

course examines the relationship between the media and the American presidency from both a historand contemporary perspective. The seminar focuses on the historical dynamics of the relationship, the of institutional factors in White House coverage, the influence of presidential press coverage on public eption of the presidency, and the influence of the media on presidential election campaigns. Resources texts represent a diversity of views among scholars, jounalists and presidential administration personnel. **dray. 4**

lems in Popular Music Aesthetics (COMM-405)

course is designed to address some of the more daunting questions surrounding our daily experiences pular music. As such, we will deal with the issues that affect this experience, particularly social issues nform many of the aesthetic decisions that audiences and musicians make when interacting with popular c. What makes these issues so difficult is the fact that they are such a part of our common day expees that they seemingly exist beyond critical discussion. To bring these issues to light, the course will ve a combination of lectures, discussions, assignments, exams and screenings - all of which are required. **erson. 4**

cating Reform: Communication in Social Movements (COMM-406)

course focuses on the historical rhetorics of discontent and transformation. Students will examine the cteristics and functions of persuasive discourse produced by social movements; the ways in which symaction sought to shape perceptions of concrete realities. Of particular interest will be the intersection of ral context, biography, and creative rhetorical strategy. **Kurtz. 4**

lict and Transformation (COMM-407)

course explores the role of Communication in conflict mediation and transforamation. In particular, we on peace works, reconciliation and non-violence. **Lipari. 4**

Critical Methods in Communication (COMM-408)
This course is designed to acquaint students with criticism as a method for answering research questi in communication. Students will be provided with opportunities to apply rhetorical/critical methods in writing of essays analyzing various kinds of persuasive texts - both discursive and non-discursive. Pub communication via public speaking, broadcast, film and print media as well as art, architecture and mu will be among the texts examined over the course of the term. **Staff. 4**

International Communication: Politics and Policy (COMM-409)
This seminar examines the nature of information flows between nations, the issues raised by such commu cation, and the institutions involved and patterns evident in the resolution of policy differences. The cou surveys the transfer of news and entertainment programming as well as financial, trade and other data acr borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extens of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national secu In examining the resolution of such issues, the course analyzes how nations' power is distributed and utili in international fora. **Kennedy. 4**

Ethnicity and Family Communication (COMM-410)
The course is designed to explore the rich ethnic and racial diversity of families and the nature of their com nication. The course will focus on the intersection of ethnicity/race, family, and communication. The con of the course will include theoretical models of the family and influences on family communication. Th influences include family structure support systems, identity, media, and institutional structures (e.g., chu and schools). The course will be organized around the contributions of students who will collaboratively cide on the nature of more extensive or engaged research projects based on their interests, lecture/discus topics, popular press news and magazine articles, scholarly literature and audio-visual media. **Diggs. 4**

The City as Text (COMM-411)
This seminar explores the relationships between the urban environment and the various forums within w reflectionn and understanding of that environment occur (literature, ethnography, film). Students will ex ine the intersections between physical space and culture. This course is based in a postmodern approac space, identity and textual power, and reconsiders fact/fiction, public/private, city/country, and subject/ob binaries. **Staff. 4**

Critical Issues in Global Communication: Media Imperialism and Cross-Cultural Encounters (CO 412)
Broadcast and film products and properties seem to naturally flow globally with little resistance fron national borders that have traditionally limited and expanded the movements of particular peoples. Thi uation is relatively new and has prompted debates about the need to recognize how international econo operate vis-a-vis the concerns of the nation state, its citizenry and their specific cultural contexts. This will provide historical, cultural and economic backdrops that frame how and why debates about mass m differ from one national context to the other. **Anderson. 4**

Rhetoric and the American Experience (COMM-413)
This course explores the American rhetorical tradition and some of the speakers, ideas, and movement have given it its voice and texture. We will read broadly and deeply key oratorical texts from the ninet century to the present and examine the scholarship that has attempted to explain these acts of symbolic ence. Our work will culminate in the drafting and thorough revising of article-length research essays. Stu will be invited throughout the seminar to stretch and refine their voices as working rhetorical scholars. sessions will be discussion-driven and substantial preparation and participation from all students will b couraged. **Kurtz. 4**

Senior Research (COMM-451)
Staff. 4

ıior Research (COMM-452)
ıff. 4

nors Project (COMM-461)
ıff. 4

nors Project (COMM-462)
ıff. 4

ɔmputer Science

culty

fessor Michael D. Westmoreland, Chair

fessors Todd H. Feil, Joan Krone; Assistant Professors Thomas C. Bressoud, Jessen Havill, R. Matthew tchmar, Lewis D. Ludwig

partmental Guidelines and Goals

Department of Mathematics and Computer Science offers majors and minors in Mathematics, Computer ence and Mathematics-Economics. The major in Computer Science is designed to enable students to be- ıe well rounded in both theoretical and applied aspects of software and hardware. Emphasis is given at evels to algorithm design andanalysis. In addition, many upper level courses involve large programming jects.

dents interested in a Computer Science major should take CS 171 followed by CS 173-174 by the end of first year. In rare circumstances, a student may complete this sequence during the sophomore year. It is ferred that candidates also take Math 123 during the first year.

mputer Science Major

core courses in Computer Science are CS 171, 173, 174, 271, 272, 281, 334, and Math 123. All Computer ence majors must complete these courses. The Computer Science faculty strongly recommends that major didates also take Math 124 and 231.

helor of Arts Degree

minimum requirements for a B.A. degree in Computer Science are the core plus two additional Computer ence courses at the 300 or 400 level, excluding 361-362 and 363-364.

also recommended that a B.A. candidate in Computer Science consider a second major or a strong minor.

helor of Science Degree

minimum requirements for a B.S. degree are the core, CS 372, CS 384, and three additional Computer nce courses at the 300 or 400 level, excluding 361-362 and 363-364. Students may substitute Math 341 ɔne of these additional courses.

mputer Science Minor

inor in computer science consists of CS 171, 173, 174, 271, 272, and 281.

Additional Points of Interest

Students interested in taking only one or two courses in Computer Science should choose CS 101 or CS 17
Students who intend to continue with graduate study in Computer Science should pursue the B.S. degree.

The Anderson Foundation and DURF support qualified students to carry out summer research. For off-camp
research opportunities in Computer Science, see the Oak Ridge Science Semester listed elsewhere in t
catalog.

Course Offerings

Introduction to Computing Technology (CS-101)
A study of fundamental topics and problem solving methods in computer science. Students will learn
utilize a variety of software packages and a formal programming language to solve various problems. Ot
topics may be chosen from among hardware, operating systems, number systems, logic, networking, datab
systems, security and ethics. This course does not have any formal prerequisites, but students should hav
solid mathematical background from high school. Not open to students who have taken CS 171. **Staff. 0-**

Seminar: Programming Problems (CS-119)
Students meet weekly to solve a challenging programming problem. Strategies for solving problems
be discussed. Used as a preparation for programming contests. Prerequisite: CS 173. Offered fall semes
Staff. 1

Introduction to Computer Science - Part I (CS-171)
A one-semester introduction to computer programming, including emphasis on designing algorithms
implementing those algorithms using a computer language. Students will also learn some elementary conc
about computer hardware and operating systems. **Staff. 4**

Introduction to Computer Science - Part II (CS-173)
A study of mathematics important to computer science, including number theory, boolean algebra, in
tion, recursion, sets, relations, and functions. Students apply these math concepts to writing programs. T
learn new programming concepts including dynamic variables and modularization. Prerequisite: CS 171.
requisite: CS 174. **Staff. 4**

Intro Discrete Math for CS (CS-174)
This course covers mathematical topics necessary for understanding concepts in computer science. To
include: Sets, relations, functions, Boolean algebras, switch citcuits, number theory, induction, recurs
solving recurrences, probability, elementary counting techniques, matrices and graphs. This course is
mally taken as a co-requisite to CS 173. **Staff. 4**

Introductory Topics in Computer Science (CS-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Topics in Mathematics and Computer Science (CS-200)
Topics in Mathematics and Computer Science. **Staff. 4**

Data Structures and Algorithm Analysis I (CS-271)
Topics include algorithm analysis; stacks; queues; lists; trees; forests; heaps; hash tables; priority que
coalescable equivalence relations as ADTs; sorting algorithms and their analyses; Prim, Kruskal, Dijk
other graph algorithms; algorithm design strategies including greedy, dynamic programming, probabili
backtracking, and divide and conquer; introduction to P and NP; emphasis on the object oriented para
using C++ or Java, with exposure to the functional programming paradigm using lisp, scheme, ML, or s
other functional language. Prerequisite: CS 173. **Staff. 4**

ta Structures and Algorithm Analysis II (CS-272)
ics include algorithm analysis; stacks; queues; lists; trees; forests; heaps; hash tables; priority queues; lescable equivalence relations as ADTs; sorting algorithms and their analyses; Prim, Kruskal, Dijkstra, er graph algorithms; algorithm design strategies including greedy, dynamic programming, probabilistic, ktracking, and divide and conquer; introduction to P and NP; emphasis on the object oriented paradigm ng C++ or Java, with exposure to the functional programming paradigm using lisp, scheme, ML, or some er functional language. Prerequisite: CS 173. **Staff. 4**

mputer Organization (CS-281)
tudy of computer organization and the interface between hardware and software. Topics include assembly guage programming, machine language, binary number representation and computer arithmetic, the central cessing unit, input and output, and the memory hierarchy. Corequisite: CS 272. **Staff. 4**

ermediate Topics in Computer Science (CS-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

eory of Computation (CS-334)
so listed under Mathematics offerings.) This course is a study of formal languages and their related au- ata. Turing machines, unsolvable problems and NP-complete problems. Prerequisite: CS 173. **Staff. 4**

ificial Intelligence (CS-339)
urvey course of topics in Artificial Intelligence including search, formal systems, learning, connection- , evolutionary computation and computability. A major emphasis is given to the philosophy of Artificial lligence. Prerequisite: CS 272. **Staff. 4**

tware Engineering (CS-349)
lents will apply their theoretic background, together with current research ideas to solve real problems. y will study principles of requirements analysis, methods of designing solutions to problems, and testing niques, with special emphasis on documentation. Prerequisite: CS 281. **Staff. 4**

nerical Analysis (CS-352)
o listed under Mathematics offerings.) Topics from numerical quadrature, numerical integration of dif- ntial equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: CS 173, MATH , 231; MATH 351 recommended. **Staff. 4**

hematical Modeling and Computer Simulations (CS-356)
o listed under MATH 356.) A systematic treatment of the theory, applications and limitations of discrete- nt modeling. Applications will be taken from queueing and other types of models frequently encountered mputer science. Development of actual simulations will be part of the course where simulations will be lemented in a specialized programming language like GPSS. Prerequisites: CS 171, one of MATH 210, 231. **Staff. 4**

cted Study (CS-361)
f. 1-4

cted Study (CS-362)
f. 1-4

pendent Study (CS-363)
f. 1-4

pendent Study (CS-364)
f. 1-4

Operating Systems (CS-372)
A study of the principles of operating systems and the conceptual view of an operating system as a colle tion of concurrent processes. Topics include process synchronization and scheduling, resource manageme memory management and virtual memory, and file systems. Prerequisite: CS 281. **Staff. 4**

Programming Languages (CS-373)
A systematic examination of programming language features independent of a particular language. Topics clude syntax, semantics, typing, scope, parameter modes, blocking, encapsulation, translation issues, contr inheritance, language design. A variety of languages from different classes are introduced. Prerequisite: 272. **Staff. 4**

Compilers (CS-374)
A study of regular and context-free languages with the purpose of developing theory to build scanners parsers. The class will develop its own structured language and construct a working compiler. An examinat of compiler construction tools. Prerequisites: CS 272, 334. **Staff. 4**

Computer Networks (CS-375)
A study of computer network architecture and protocols. Topics include packet and circuit switching, datali network and transport layer protocols, reliabililty, routing, internetworking, and congestion control. Prer uisite: CS 281. **Staff. 4**

Database Systems (CS-377)
A study of the design, implementation and application of database management systems. Topics include relational data model, physical implementation issues, database design and normalization, query process and concurrency. Prerequisite: CS 281. **Staff. 4**

Digital Electronics and Computer Architecture (CS-384)
A study of the basic components of switching circuits and processors. Investigation of both the internal des of a processor and the entire computer system. Includes a lab. Prerequisite: CS 281. **Staff. 4**

Robotics (CS-391)
An introductory course in both hardware and software aspects of robotics. Students will learn the basic manipulators, sensors, locomotion, and micro-controllers. Students will also construct a small mobile r and then program the robot to perform various tasks. Prerequisites: CS 281, 384. **Staff. 4**

Advanced Topics in Computer Science (CS-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Advanced Topics in Computer Science (CS-402)
A. Parallel Processing. B. Graphics. C. Neural Networks. D. Advanced Algorithms. **Staff. 4**

Advanced Topics in Computer Science (CS-403)
A. Parallel Processing. B. Graphics. C. Neural Networks. D. Advanced Algorithms. **Staff. 4**

Senior Research (CS-451)
Staff. 4

Senior Research (CS-452)
Staff. 4

Honors Project (CS-461)
Individual work for Honors. **Staff. 4**

Honors Project (CS-462)
Individual work for Honors. **Staff. 4**

nce

ulty

ociate Professor Gill Wright Miller, Chair

ociate Professors Sandra Mathern-Smith, Gill Wright Miller; Instructor Robert Cole; Assistant Profes- of World Dance Zelma C.M. Badu-Younge, part-time; Adjunct Musicians Charla Dryburgh and Yelena nnir

partmental Guidelines and Goals

Department of Dance is committed to exploring principles of the form through movement and through retical inquiry. The faculty believes the liberal arts study of dance as an art form necessitates an in- ation of the kinesthetic (body), the intellectual (mind) and the emotional/internal (spirit). This trinity y/mind/spirit) is the core concern of the discourse, the discipline and the faculty as we explore physical metaphysical material both academically and artistically. Our aim is to expose students to a wide vari- of approaches by utilizing primary and secondary sources. The opportunity for application in research concert performance is available early in the student s career, enabling her/him to become independently uctive in the application of these principles.

nce Major

uirements for the B.A. degree in Dance: 40 credits minimum

Bachelor of Arts degree in dance reflects a philosophy that integrates principles of theory and technique ting in the informed viewing of and practical participation in performance. Studio course work includes nique classes, performance repertory, improvisation and composition, and the reconstruction of modern, -modern, ballet and a variety of world dances from this and previous centuries. Theoretical course work ides reading, writing, and moving with an emphasis on creating and exposing theory. The boundaries een technique and theory are purposefully blurred, indicating our commitment to a liberal arts curriculum r than a conservatory curriculum.

lance majors must take four theoretical core courses: Dance 274 Cultural Studies in Dance, Dance 284 e Improvisation and Composition, Dance 374 Experiential Anatomy/Kinesiology, and Dance 384 Move- Analysis. Students are advised, but not required, to complete theory courses before the end of their junior

e majors must also enroll in a minimum of 16 credit hours (8 courses) of technique in any configuration nres. However, all majors must take Dance 332 Contemporary III and Dance 342 Ballet III.

lly, dance majors participate in two kinds of culminating experiences. In the theoretical perspective, all rs must take Dance 451 Senior Research in the first semester of their senior year. In the studio perspec- all majors must receive 4 repertory credits (repertory credit is awarded one credit per approximately 50 rsal hours typically one credit per work performed).

ıce Minor

minor in Dance consists of a minimum of 24 credit hours. Minors may select any two core courses from neoretical list: Dance 274 Cultural Studies in Dance, Dance 284 Dance Improvisation and Composition, e 374 Experiential Anatomy/Kinesiology, and Dance 384 Movement Analysis. The minor must also take nimum of 8 credit hours of technique (4 courses) which must include Level III of one genre (Dance 332, or an equivalent program of technical study in World Dance forms as approved by the Department. All rs are required to enroll in Dance 451 Senior Research first semester of the senior year, and must receive

4 repertory credits (repertory credit is awarded one credit per approximately 50 rehearsal hours typically
credit per work performed).

Additional Points of Interest

The General Education requirements include two performing arts courses. Dance technique courses are
courses, for which students are awarded two credit hours rather than the more typical four credit ho
Consequently, any combination of two technique classes fulfills one General Education requirement.

It is expected that students might enroll at the same level for more than one semester. Generally, a stu
remains at the same level for one year.

All technique classes may be repeated for additional credit without additional charge.

All 100-level courses assume no previous experience with dance movement.

Contemporary technique students are advised to enroll in Contemporary I, regardless of previous experie

Ballet technique students are advised to enroll in Ballet II if they have 3 years or more of previous trainin

World Dance technique students are advised to enroll in World Dance I if they have no previous d
experience; or World Dance II if they have previous dance experience, even if none in the form/techni
being offered.

Instructors will be watching students in the first week of classes in order to adjust placement where appr
ate.

Dance majors and minors are advised to take Composition/Improvisation and Cultural Studies in D
or Women in the Arts during their sophomore year, and Experiential Anatomy/Kinesiology and Moven
Analysis during their junior year. That schedule supplies the foundation and makes room for a full-
research and/or choreographic project in the senior year.

Course Offerings

World Dance I (DANC-122)
This course, open to all students regardless of previous dance training, offers dance experience with
Western forms. Course work includes instruction in technique, outside readings, and performance obse
tion. Content varies with respect to dance material presented, depending on interests of teaching faculty
students, and on the competencies of guest artists who take part in teaching the course from semeste
semester. In 2002-2003, this course will focus on Ghanaian dance. **Badu-Younge. 2**

Contemporary Dance I (DANC-132)
This course offers students a basic movement experience which strives to promote greater integration of
tal and physical knowledge and kinetic awareness. Exercises emphasizing placement, flexibility and stre
will be taught. The basic elements of dance - space, time and force - are introduced and explored with
larger purpose of providing a deeper appreciation of dance as an art form. A brief introduction to the histo
modern dance in the U.S. is included through video viewings and readings. Concert attendance and a lim
number of reaction papers are required. **Mathern-Smith. 2**

Ballet I (DANC-142)
This course serves the student with no previous training, and those who have had little training or
recently. Basic body placement, the positions of the feet, simple port de bra, and other simple moven
are taught. The proper carriage of the body in classic ballet technique is explored through elementary b
and centre exercises. Second semester offers an accelerated introduction to accommodate newcomers
sustain the development of returning students. A brief introduction to the history of ballet dance in the U
included through video viewings and readings. Concert attendance and a limited number of reaction pa
are required. **Cole. 0-2**

inar in Production (DANC-184)
seminar focuses on all aspects of dance concert production. Topics covered are: budgets, publicity, cos-
e design and construction, lighting design for dance, box office and house management and backstage
luction. The Department of Dance student choreographed concert, held in April each spring semester,
be the focus of the practical experience for this seminar. Students will be assigned responsibilities, col-
rating on the production of the performance event. Students are required to contribute to the seminar
ugh these assigned practical projects and will learn more generally about each topic as they relate to
e through readings and in-class lecture.. **Miller. 4**

oductory Topics in Dance (DANC-199)
eneral catetory used only in the evaluation of transfer credit. **Staff. 4**

ld Dance II - African Dance (DANC-222)
course, open only to students with previous dance study (although not necessarily in techniques explored
e course), focuses on the same forms as are brought into focus in World Dance I in the same semester.
is more advanced class, the guest instructor will assume students will be able to assimilate physical
mation more quickly. Consequently, this course will cover these forms in greater detail and with greater
h in the same amount of time. Course work includes instruction in technique, outside readings, and
ormance observation. **Badu-Younge. 2**

temporary Dance II (DANC-232)
course offers students a heightened movement experience with greater emphasis on technical develop-
t and aspects of performance. Exercises emphasizing placement, flexibility and strength are taught, with
ific attention given to gravity, transition, phrasing and movement of the torso and limbs in opposition and
ony. Concert attendance, journal writing, video dance journals, and research on contemporary chore-
phers' work would be examples of the outside-of-studio experience. Permission of instructor required.
hern-Smith. 2

et II (DANC-242)
arily a continuation of Dance 142 - Beginning Ballet I, a certain amount of review of the basic work
edes the study of a greater variety of simple steps. There is increased emphasis on epaulement, pirouettes,
io, and petit and grand allegro in center work. The level of technique expands to include longer, more
rolled adagios, more variety of turns, effort to improve elevation and extension, and a development of
de bras in relationship to carriage and performance. Concert attendance and a limited number of reaction
rs are required. **Cole. 2**

ural Studies in Dance (DANC-274)
course will frame Western social and concert dance as a complex, political activity made public through
us agendas of race, creed, national origin, sexuality, and gender. Using a theory of assimilation, trans-
ion, and migration, students will meet a series of historical works and dance movements (disco, rave,
while simultaneously being exposed to poststructuralist epistemology and feminist theory in order to
ze them. In this way, the course aims to teach ways of interrogating social practices surrounding dances
y culture from a Western academic perspective. **Miller. 4**

position/Improvisation (DANC-284)
course will explore the methods and elements of dance composition through improvisational exercises
compositional studies. Through the manipulation of space, time and dynamics in spontaneous move-
exercises, compositional elements will be discovered and explored, and a developing understanding of
eography will emerge. Students will explore solo, duet and finally group improvisations. In addition to
ing and practicing the art of moving in the moment, students will be required to create, analyze and
ue original compositional studies. A portion of this course will be devoted to learning and understand-
he principles of Contact Improvisation as a tool for comprehending the forces of the body in motion,

for further broadening choreographic possibilities, and as a means of training the body, mind, and sp **Mathern-Smith. 4**

Intermediate Topics in Dance (DANC-299)
A general category used only in the evaluation of transfer credit. **Staff. 4**

Women in the Arts (DANC-302)
This course will focus on 20th century American art created and executed by women. Using feminist theor ranging from Nochlin to the Guerilla Girls, Adair to Schneider, this course is representative, rather t comprehensive. We will observe, discern, analyze, interpret and evaluate representative works, engage collaboratively designed research project including interviews of artists, and write a final theoretical p together. Students should be prepared to attend many artistic events in the area outside of class. (Not offe 2002-2003) **Miller. 4**

Dance and Ethnicity (DANC-322)
This course investigates the historical aesthetic practices of a human society outside of the West alon religious, social, political, economic and ecological foundations and accomplishments. The course wil clude emergence of other dance forms from the neighboring regions, focussing on their emergence a expression of devotion, ethnicity and a means for intercultural communications. The dance form consid in 2002-2003 will be Ghanaian dance from Africa. **Badu-Younge. 4**

Contemporary Dance III (DANC-332)
This course is designed for students with significant experience in Modern Dance training. It provides dancer with the rigorous training required for performance and requires an attitude that anticipates pro sionalism. Students will be challenged to integrate both technical and qualitative skills while continuin develop strength, flexibility, endurance, and a sensitivity to gravity, momentum, and phrasing. Adva classes meet for two hours three times per week. No outside work is required. Contemporary II and per sion of instructor required. **Mathern-Smith. 2**

Ballet III (DANC-342)
This course is designed for the most advanced ballet technicians in the department and requires an attitu dedication that anticipates professionalism. The level of the class in general determines the material prese Advanced classes meet for two hours three times per week. No outside work is required. **Cole. 2**

Seminar Research and Methodology (DANC-352)
This seminar will guide students through the mechanics of dance theory, research, and methodology in o to prepare them for a senior research experience. During the course of the semester's work, each student prepare a significant proposal, an annotated bibliography, and a selection of methodologies that would b the proposal to fruition. **Miller. 2**

Directed Study (DANC-361)
Individual pursuits in composition/improvisation/ choreography, history/criticism, anatomy/kinesiolog movement analysis/reconstruction under the supervision of a faculty member. **Staff. 1-4**

Directed Study (DANC-362)
Individual pursuits in composition/improvisation/ choreography, history/criticism, anatomy/kinesiolog movement analysis/reconstruction under the supervision of a faculty member. **Staff. 1-4**

Independent Study (DANC-363)
Staff. 1-4

Independent Study (DANC-364)
Staff. 1-4

xperiential Anatomy/Kinesiology (DANC-374)
hrough various approaches to learning (memorizing factual information, sharing personal body-centered ories, drawing evocative and descriptive images, and moving through guided developmental movement xplorations), students will be exposed to an introduction to anatomy and kinesiology in their own bodies. he course materials approach the body primarily through skeletal, muscular, and neurological systems, but so through consideration of other systems (e.g., digestive, respiratory) and attitudes about sexuality and notions, body image and concepts - each from the anatomical and kinesiological perspective. All students e required to keep weekly journals, present classroom materials in a formal assignment and conduct a major search project to illustrate their command of kinesiological terminology and reasoning. **Miller. 4**

lovement Analysis (DANC-384)
hrough two specific systems of movement analysis (Labanotation and Laban Movement Analysis), the stu- nt will be exposed to both quantitative and qualitative methods for close textual analysis of movement. The urse will consider elements of support and gesture, direction, level, timing, part of the body moving, as well effort dynamics, relationship to the environment, and kinespheric crystallizations, and ways of organizing e movement in the body. These methods of analysis are then applied to concrete movement situations se- cted and designed by the student ranging from sports situations to therapeutic situations to historical dances r reconstruction and performance. **Miller. 4**

ecial Topics in Dance (DANC-394)
om time to, according to the expertise of the faculty and the interests of the students, special courses at can address intensive study will be arranged and offered. This course can be taken more than once for edit. **Staff. 1-4**

dvanced Topics in Dance (DANC-399)
general category used only in the evaluation of transfer credit. **Staff. 4**

rformance Workshop (DANC-410)
e technical aspects of producing a concert are applied through practical experience. Performance space eparation (the hanging of lights, laying of the floor, and the building of audience space) and the designing lighting, costumes, and publicity are taught by means of application. Students are awarded credit based on number of hours of involvement. Available every semester. **Staff. 1**

pertory: World Dance (DANC-420)
w and reconstructed works choreographed by faculty and guest artists are learned by students and rehearsed public performance. Credit is awarded based on the number of hours of involvement. Differences in course mber refer to genres of performance work. By audition only. (Auditions held early each semester.) Available ry semester. **Staff. 1**

pertory: Contemporary (DANC-430)
w and constructed works choreographed by faculty and guest artists are learned by students and rehearsed public performance. Credit is awarded based on the number of hours of involvement. Differences in rse number refer to genres of performance work. By audition only. (Auditions held early each semester.) ailable every semester. **Staff. 1**

pertory: Ballet (DANC-440)
w and reconstructed works choreographed by faculty and guest artists are learned by students and rehearsed public performance. Credit is awarded based on the number of hours of involvement. Differences in rse numbers refer to genres of performance work. By audition only. Auditions held early each semester.) ilable every semester. **Staff. 1**

ior Research (DANC-451)
s course consists of an integration of theoretical and technical course work through the intensive examina- of Western dance philosophy as the foundation for the student's own dance experience. It represents a cul-

minating experience in areas identified by each individual student. During the course of the semester's work each student will prepare a significant research document, the undertaking of several works for concert pro duction, the reconstruction of a significant historical work, or the like. The resultant document/performanc will be presented publicly for an identified audience in partial fulfillment of the degree requirements. **Staff.**

Senior Research (DANC-452)
This course consists of an integration of theoretical and technical course work through the intensive examina tion of Western dance philosophy as the foundation for the student's own dance experience. It represents a cul minating experience in areas identified by each individual student. During the course of the semester's work each student will prepare a significant research document, the undertaking of several works for concert pr duction, the reconstruction of a significant historical work, or the like. The resultant document/performanc will be presented publicily for an identified audience in partial fulfillment of the degree requirements. **Staff.**

Honors Project (DANC-461)
Individual work for honors. **Staff. 4**

Honors Project (DANC-462)
Individual work for honors. **Staff. 4**

Seminar in Choreography (DANC-484)
This seminar focuses on the creation and production of an original choreographic work to be presented ar produced by the Department of Dance during the last part of the spring semester. Students will have tak Dance 284, Dance Improvisation and Composition prior to enrolling in this course. The primary goal of th course is the creation of a choreographic work and the coordination of all associated aspects of productio Students are expected to prepare for and conduct rehearsals held twice a week during the evening for minimum of 1.5 hours each meeting. Student choreographers will work together with students who are taki the Seminar in Production on budgeting, technical production and publicity, and all things associated wi the production of the concert and the presentation of the choreographic work. Students choreographers w be responsible for designing and constructing costumes for their work and will participate in the design publicity materials. Students are required to attend all regular class meetings, particpate in discussion a share the progress of their work in research and rehearsal with the class. **Mathern-Smith. 2**

East Asian Studies

Faculty

Professor Barry Keenan, Director

Faculty: Parvin Alizadeh, John Cort, Tod Frolking, David Goldblatt, Chinchu Hu, Barry Keenan, Lau Kennedy, Xinda Lian, Songhua Lin, Kent Maynard, James Pletcher, Michael Quintero, Susan Richards Michael Tangeman, Kevin Wetmore, Andrea Ziegert

Departmental Guidelines and Goals

To graduate with a degree in East Asian Studies requires a balance of courses in Chinese or Japanese langu study with courses, selected from a variety of departments, focusing on the East Asian region. Study in Chi Hong Kong, Taiwan, or Japan for a semester or a year on an approved program is encouraged. Every ser major will research a topic chosen by the student in consultation with professors from two disciplines.

East Asian Studies Major

Majors will choose courses in close consultation with a faculty adviser. Senior year the major will focus methodologies of two disciplines on a research topic concerning China, Japan, or their interaction. The m

quires one language semester beyond the college language requirement, seven area studies courses, and a nior research project that together normally will equal a total of thirty-six credit hours. Advisers can help e student select which courses in approved study-abroad programs will meet the following requirements:

Language requirement: four semesters of Chinese or Japanese coursework, or the equivalent. Majors are couraged to begin their language work at Denison their first year, if possible.

. The Two Core Courses:

A. History 232 - Traditional East Asian Civilization or Religion 216 Religions of China and Japan
B. History 233 - Modern East Asian Civilization

I. Five East Asian area studies courses, selected from the followig:

A.

Art 291 Art of Japan
Art 292 Art of China
Chinese 205 Classical Chinese Literature in Translation
Chinese 305 Philosophical Taoism and Chinese Literature
Chinese 340 Chinese Cinema: A Cultural and Literary Study
Hist. 232 Traditional East Asian Civilization
Hist. 326 The Confucian Classics
Hist. 327 The Modern Fate of Confucian China
HNRS 165 Mandate of Heaven in Classical China
Pol. Sci. 325 Politics of Southeast Asia
Rel. 216 Religions of China and Japan
Theatre 403 Japanese Theatre and Cinema

B.

Independent Study (maximum of two):
Examples:
Art 363-364 Contemporary Chinese or Japanese Art
Chinese 361-362 Readings in Chinese Texts
Econ. 361-362 East Asian Economics
Geog. 364 Geography of China
Japanese 361-62 Readings in Japanese Texts
Interdepartmental 361-362 Directed Study in East Asian Studies
Interdepartmental 363-364 Independent Study in East Asian Studies

C.

Comparative Courses (Maximum of two):
East Asia in comparison with another region of the world
Art 157 History of Asian Art Survey
Comm. 400-9 International Communication
Econ. 312 Economic Development in the Third World
Econ. 323 International Trade
Econ. 340-2 Emerging Markets
Hist. 328 Vietnam at War
International Studies 200 Human Rights and Asian Values
POSC 308 Politics of the Third World
POSC 355 International Political Economy
Religion 233 Buddhism
Theatre 404-1 Ibsen in East Asia
Theatre 404-2 Revenge: East and West

IV. Senior Research Project East Asian Studies 450 Senior Project in East Asian Studies. Selecting tw disciplines, the student chooses a topic in East Asian Studies and utilizes the skills of both disciplines t analyze that topic in a major research paper, directed by faculty members from both disciplines. Study Abroa

East Asian Studies Minor

The East Asian Studies minor requires four semesters of study of the Chinese or Japanese language. Th twenty credits to fulfill the minor must include the two core courses, and three additional courses chose from category III (see below). Only one independent study course, and one comparative course will cou toward the minor.

Additional Points of Interest

Study Abroad
Denison-approved programs of study in the People s Republic of China are available in Nanjing and Beijin for semester or year-long periods through the China Consortium (CIEE), as well as through the Institute f the International Education of Students (IES). Applications can be considered for either semester, or for year. In Hong Kong, the International Asian Studies Program at the Chinese University of Hong Kong approved, and is normally two semesters in length. In Japan, the Waseda program is approved for a fu year, and the IES programs at Nagoya or Tokyo for either semester or for the full year are also approved. Singapore, a good semester program operated by the IES has been approved.

Course Offerings

First Year Topical Seminars (EAST-102)
Topical seminars offered on a variety of subjects by faculty from all divisions of the college. Examples recent seminars are: "The Origin of Chinese Civiliazation" and; " Modern Japanese Literature: A Respon to Western Influences?". Course normally listed as a section under FYS 102. **Staff. 4**

History of Asian Art Survey (EAST-157)
Survey of the arts of India, China, Japan and Southeast Asia emphasizing works in their historical, religio and social context. Course normally listed as ARTH 157 **Staff. 4**

The Mandate of Heaven in Classical China (EAST-165)
This seminar examines the origins of Chinese civilization and its distinctive definition of what qualities defi being human. Themes include: (1) the arrival of literacy and statehood, (2) the historical value of tradition myths and legends, (3) the origins of imperial dynatic political theory. We conclude with the establishm of the dynastic state in 100 BC that was so effective, it set the standard for Chinese government down to twentieth century. Course normally listed as a section under Honors. **Keenan. 4**

Dream and Fantasy in Chinese Literature: Revitalizing the Tradition (EAST-173)
Through close analysis of some of the most interesting recurrent themes, this seminar examines how Chinese literary tradition reinvents and revitalizes itself in its development. Students will also learn ab the distinctive features of major genres in Chinese literature. No knowledge of Chinese language requir Course normally listed as a section under Honors. **Lian. 4**

Words of Women, Warriors and Wanderers: Fiction, Epic, Drama and Verse in Traditional Jap (EAST-174)
This course will cover the rich Japanese literary tradition: its earliest poetry from the 8th century; the wor first novel (written by a woman, incidentally); epics of warring households and court intrigue; the musing a scholarly recluse; dramatic arts, reserved and flamboyant; the poetry of a wandering bard; and the aut ography of a 19th century samurai that may cause you to reconsider the stereotypes of that class. In additi

e will read essays on Japanese aesthetic intended to enhance our understanding of the material. Course rmally listed as a section under Honors. **Tangeman. 4-6**

hinese Literature In Translation (EAST-205)
survey of Chinese literature from antiquity to the 13th century, providing acquaintance with, and enjoyment masterworks of various genres that have exerted great influence on the life and thought of Chinese people roughout the ages. (Normally offered in the fall) Course normally listed as CHIN 205. **Lian. 4**

eligions of China and Japan (EAST-216)
his course explores the basic teachings and historical development of the most influential religious traditions d schools of thought in East Asia, including Confucianism, Taoism, Buddhism and Shanto. Attention is ven to classical texts, popular practice and the recent impact of Western culture on East Asian religion. ourse normally listed as REL 216. (Course not offered 2002-2003) **Cort. 4**

aditional East Asian Civilization (EAST-232)
e civilizations of China and Japan from classical times to the nineteenth century. Topics treated: the unique ying power of the 2000-year tradition of the Chinese dynastic state; the distinctive religious and scientific ditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, pan's centralized feudalism, and lasting Japanese cultural monuments. (Normally offered in the spring) ourse normally listed as HIST 232. **Keenan. 4**

odern East Asia (EAST-233)
ginning from an insider's view of how both prince and peasant saw the world around them before the crouchment of the West, this course analyzes the modern transformation of East Asia. Topics include: the nflict of Sinocentrism and modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, d the significance of the Korean War in East Asia. (Normally offered in the fall) Course normally listed as ST 233. **Keenan. 4**

ddhism (EAST-234)
historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, il the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with d been changed by various cultures in Asia, and more recently in North America. Course normally listed Religion 233. **Cort. 4**

ilosophical Taoism in Chinese Literature (EAST-305)
is course examines a special group of early Chinese texts from antiquity to the 8th century that will not y enlighten, but also delight modern readers: ancient Taoist text written in fascinating literary style, and a iety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered he spring) Course is normally listed as CHIN 305. **Lian. 4**

itics of the Third World (EAST-308)
s course explores the politics of developing countries of Asia, Africa, and Latin America in their historical ioeconomic contexts. The goals of the course include familiarizing students with the details of politics elected countries and understanding important concepts of political science by applying them to the case ly countries. Emphasis will be placed on using concepts and theories to analyze and critique arguments. prior knowledge of the developing world is required. However, students will be expected to identify and lyze issues germane to the developing world, read and critique systematically, form and defend arguments opinions, conduct independent library research, pose researchable questions, and discuss readings and earch findings in class. Course normally listed as POSC 308. **Pletcher. 4**

vanced Chinese (EAST-321)
h-semester chinese offered by remote collaboration from Kenyon College. (Normally offered in the fall) urse normally listed as CHIN 321. **Bai. 4**

The Confucian Classics (EAST-326)
An examination of the basic texts of the East Asian cultural tradition that define human nature, and what it i to be moral. The canon of Confucian classics has probably been the most influential in world history. The still provide the modern ground of discourse for the Chinese, Vietnamese, Korean, and Japanese people Tutorial discussion of personal journals, and class discussions centered on personal reflections to the tex place individualized learning at the heart of this seminar. (Normally offered in the fall) Course normall listed as HIST 326. **Keenan. 4**

Confucian and Communist China (EAST-327)
The major reforms in socialist China after 1976 raised issues of recurrent importance in China's twentie century history. This course systematically compares the reforms that redefined Confucian institutions a ter 1895 with the post-Mao reforms of communist China. Common themes emerge: the repression of th radical 1898 reforms and the repression of the 1989 Tiananmen democracy movement; the challenge of th decentralization of state-run economics; inventing unprecedented legal and judicial protections for private en terprise; and cultural iconoclasm towards Chinese tradition. Could modernization in Confucian or communi China propel the economy forward without inducing politically revolutionary results? Could the intellectu elite relate to established political power without selling out their objectivity or inducing repression? Cour normally listed as HIST 327. **Keenan. 4**

Chinese Cinema in English: A Cultural and Literary Study (EAST-340)
With the aid of modern critical theories, students will study the most representative works of Chinese ciner since the mid-1980s. By analyzing the origins, themes and styles of the films, students can hope to have better understanding of the main cultural and literary trends in contemporary China and of modern Chine society in general. This course will be conducted in English. Course normally listed as CHIN 340. **Lian. 4**

International Political Economy (EAST-355)
The purpose of this course is to explore different theoretical approaches to international politics and ec nomics. The course will focus on U.S. foreign policy in the post-war international system, issues of trade a finance, and the impact these have had upon the problems of developing societies. Students are expected bring to the course some prior knowledge of basic concepts of economics. Emphasis is placed upon analy reasoning and persuasive argumentation. Course is normally listed as POSC 355. **Pletcher. 4**

Directed Study (EAST-361)
Staff. 1-4

Directed Study (EAST-362)
Staff. 1-4

Independent Study (EAST-363)
Staff. 1-4

Independent Study (EAST-364)
Staff. 1-4

International Communication: Politics and Policy (EAST-400)
This seminar examines the nature of information flows between nations, the issues raised by such commu cation, and the institutions involved and patterns evident in the resolution of policy differences. The cou surveys the transfers of news and entertainment programming as well as financial, trade and other data ac borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extens of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national secu In examining the resolution of such issues, the course analyzes how nations' power is distributed and utili in international fora. Course normally listed as a section under COMM 400. **Kennedy. 1 or 4**

heatre History Seminar (EAST-403)
tensive study of historical, cultural, and aesthetic significance of theatre production during a specific period particular revolutionary movement in the history of the theatre. Recent topics include: Japanese Theatre d the Cinema and Ibsen in East Asia: The Development of Modern Chinese and Japanese Drama. Course rmally listed as a section under THTR 403. **Wetmore. 4**

nerging Markets (EAST-440)
cent economic development of selected developing countries, including their industrial and trade strategies, eir relationship to the world economy and their relative importance in international trade. Course normally ted as a section under ECON 440. **Alizadeh. 4**

nior Seminar: East Asian Study (EAST-450)
aff. 4

nior Research (EAST-451)
aff. 4

nior Research (EAST-452)
aff. 4

nors Project (EAST-461)
aff. 4

nors Project (EAST-462)
aff. 4

conomics

culty

fessor Timothy I. Miller, Chair

fessors Robin L. Bartlett, Sohrab Behdad, Timothy I. Miller; Associate Professors Parvin Alizadeh, David yd, Laura Boyd, Theodore A. Burczak, Ross M. LaRoe, Andrea Ziegert; Instructors Lariece Grant Brown, ghua Lin, Robert Tatum, Mary Lee Van Meter

partmental Guidelines and Goals

purpose of the Economics major is to develop students ability to think like economists. Courses introduce dents to a core body of economic knowledge and to research skills. The core body of knowledge is divided six broad categories: economic theory, econometrics, economic institutions and history, economic liter-e, economic applications and policy issues, and empirical economics. In addition to exposing students to core, the structure and content of our courses enable students to develop particular skills that will help n use this knowledge to think analytically and creatively about the complex economic issues facing our bal economy.

content of our curriculum is tiered. In introductory courses students learn the basic principles of eco-nics. In intermediate courses students develop their understanding of microeconomic, macroeconomic, econometric theory. The advanced courses give students an opportunity to study in depth a particular l of economics through application of the requisite basic skills, and appropriate theoretical models and irical methods. These courses primarily focus on national and international concerns, public policies, and troversies in economic theory and policy.

duates of the Department of Economics seeking immediate employment have been successful in securing resting and challenging positions in business, government, and non-profit enterprises. The economics

curriculum also provides students with the opportunity to prepare themselves for graduate or professiona studies in economics, business, public administration, international affairs, and law.

Economics Major

All economics majors must complete a minimum of nine four-credit economics courses. The major mu satisfy the following requirements:

Core Requirements
Introduction to Macroeconomics (101, 4 credits) Introduction to Microeconomics (102, 4 credits) Intermed ate Macroeconomics (301, 4 credits) Intermediate Microeconomics (302, 4 credits) Introductory Economo rics (307, 4 credits)

Students wanting to major in economics must have completed the above courses by the end of their juni year.

Advanced Course Requirements:
In addition to the above, all students must take at least four additional courses, only one of which can be 200-level course.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Bu ness or Economics with a strong Mathematics background may elect this combined major. Requirements a Mathematics 123, 124, 222, 231, 341 and one course from the list 342, 351, 356; Economics 101, 102, 30 302, 307 and 419 or 429.

Economics Minor

The Economics minor is meant to provide a basic grounding in economics for students majoring in oth fields. It is hoped that students will make a conscious effort to relate the minor to their major field. Min must take the following courses: 101, 102, 301, 302, 401 or 402 and two additional courses from the 401-4 sequence.

Additional Points of Interest

Philosophy, Politics and Economics
The Economics Department participates in the interdepartmental major in Philosophy, Politics and Econon (see page 168).

Economics/International Studies Major
Students majoring in economics may choose to participate in International Studies (see page 138). Econon majors wishing to participate in the major are expected to fulfill the requirements for the economics ma and those of the international studies major.

With the approval of their faculty adviser, students may use one seminar (Economics 440) with an inte tional orientation in place of one of the required courses.

Course Offerings

Introductory Macroeconomics (ECON-101)
An introduction to the study of the aggregate national economy. Develops the basic theories of macro nomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, un

yment, recessions and depressions; the role of government fiscal and monetary policy in stabilizing the nomy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget icits, and other government policies on the national economy; and the workings of exchange rates and ernational trade. (Note: Economics 101 may be taken before or after Economics 102) **Staff. 4**

roductory Microeconomics (ECON-102)
introduction to the study of the forces of supply and demand that determine prices and the allocation resources in markets for goods and services, markets for labor and markets for natural resources. The us is on how and why markets work, why they may fail to work, and the policy implications of both ir successes and failures. The course focuses on developing the basic tools of microeconomic analysis and n applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution ntrol, competition policy, international trade policy, discrimination, tax policy and the role of government a market economy. (Note: Economics 102 may be taken before or after Economics 101) **Staff. 4**

counting Survey (ECON-149)
survey designed specifically for liberal arts students interested in Business, Economics, Law and Gov- ment. The meanings, purpose and function of accounting in business are presented through studying the ncepts and theories of accounting. Basic accounting procedures covered in this course include journalizing nsactions, posting, trial balances, adjusting entries and preparation of financial statements. Other topics lude internal control, inventory methods, depreciation and generally accepted accounting principles. The urse focuses on the sole proprietorship, partnership and corporate forms of business organization. Course dit may not be counted toward a major in Economics. **VanMeter. 4**

nerican Economic System (ECON-150)
s course is a study of contemporary issues in the American economy. Students will be introduced to mode of reasoning in economics and will become familiar with the analysis of production in a market nomy. This is to provide students with a frame of analysis for critical understanding of the nature of nomic issues and the debates that surround these issues. The topics of exploration may include market ucture, competition and consumer sovereignty; labor and labor organizations, economic inequality, poverty discrimination; environmental decay and control; government intervention in the market; unemployment, ession and inflation; budget deficit and national debt; the position of the U.S. in the world economy. This urse fulfills the General Education requirement in American Social Institutions. Course not offered on a ular basis. **Staff. 4**

roductory Topics in Economics (ECON-199)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

nomic Justice (ECON-201)
ious theories of economic justice will be examined to ask questions like: What are fair distributions of me and wealth? Do ethical norms lie behind the policy advice of various economists? If so, what are they? ere a trade-off between equality and efficiency? What kinds of policies promote equality of opportunity? course will examine economists and philosophers who have offered libertarian, utilitarian, and social ocratic approaches to these questions. **Burczak. 4**

rmediate Topics in Economics (ECON-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

rmediate Macroeconomic Analysis (ECON-301)
examination of the determinants of Gross Domestic Product, the unemployment rate and the price level. components of aggregate spending - consumption, investment, foreign trade and government - will be mined to determine their significance for explaining the business cycle. Similarly the financial side of the nomy and the role of money will be examined to determine their impact on the business cycle. The purpose ach examination is to understand the factors that move the economy and how fiscal and monetary policy

can be used to alter the course of economic trends. The lab that accompanies this course is comprised of computer exercises and simulations. The computer exercises give students the opportunity to examine trends in economic data, run experiments and to discover association between variables. The three simulations of the Council of Economic Advisers give students the opportunity to use the theory they are learning in class and in the lab to judge the appropriateness of fiscal and monetary policy. Prerequisite: 190. **Alizadeh, Bartlett, Burczak, Lin, Tatum. 4**

Intermediate Microeconomic Analysis (ECON-302)
An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium and welfare economics. Prerequisite: 102. **Behdad, D. Boyd, L.Boyd, Brown, LaRoe, Ziegert.**

Introductory Econometrics (ECON-307)
An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypothesis, estimating magnitudes and prediction. Prerequisites: 201 and 202. **L. Boyd, Brown, Miller, Lin, Tatum. 4**

Directed Study (ECON-361)
Staff. 1-4

Directed Study (ECON-362)
Staff. 1-4

Independent Study (ECON-363)
Staff. 1-4

Independent Study (ECON-364)
Staff. 1-4

Advanced Topics in Economics (ECON-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

History of Economic Thought I (ECON-401)
A critical inquiry into the methodological and ideological foundations of modern economics through the study of development of economic thought from the 16th century to the "Keynesian Revolution." It is an attempt to understand economic theorizing in response to the existing social conditions, and to become familiar with the foundations of the main strands of contemporary economic thought. In a study of mercantilism, classical liberalism, socialism, and institutionalism, the development of the concepts of wealth, value, and distribution and the methodological and ideological vantage points of different schools of thought, and intellectual giants such as Smith, Ricardo, Malthus, Marx, Jevons, Marshall, and Veblen will be examined. **Behdad, Burczak, LaRoe. 4**

History of Economic Thought II (ECON-402)
This course will focus on some of the important developments in modern economic thought after the "marginalist revolution" in the late 19th century. Topics may include the ideas of John Maynard Keynes and the evolution of contemporary macroeconomics, the socialist calculation debate and the possibility of centrally planned socialism, and contending perspectives about the role of government in the creation and protection of property rights and in the regulation of the macroeconomy. The course may also examine the ideas of economists who have criticized the marginalist orientation of economic theory and instead advocated a more social institutionalist approach to understanding economic phenomena and behavior. **Behdad, Burczak, LaRoe**

olution of the Western Economy (ECON-403)
story and analysis of economic growth and development in the so-called advanced countries, primarily stern Europe and the United States. Discussion centers on selected major topics since the rise of market nomies with emphasis on the interpretation of these developments in light of contemporary economic ory and modern quantitative evidence. (Offered irregularly) **LaRoe. 4**

netary Theory (ECON-411)
e role money plays in determining economic outcomes, such as the level of employment, the aggregate ce level, and the rate of economic growth, is one of the more controversial issues in economics. To get a dle on these controversies, this course explores the institutional structure of the U.S. monetary system, luding the Federal Reserve, the body charged with the conduct of U.S. monetary policy. Then, the course npares and contrasts different perspectives on the role money plays in economic activity. The goal is combine knowledge of the institutional structure of the U.S. monetary system with an understanding of various theoretical perspectives on monetary theory in order to gain some insight into the difficult issues ng the conduct of successful monetary policy. This course builds towards simulated Federal Reserve Open rket Committee Meetings, in which students will form their own opinions about the influence monetary icy has on the rates of inflation, unemployment, economic growth and the distribution of income. **Bartlett, rzak, Tatum. 4**

nomic Development in the Third World (ECON-412)
urvey of the structure and problem of the underdeveloped economies, with particular emphasis on the or determinants of economic growth. Prerequisites: 301, 307 or consent. **Alizadeh, Behdad. 4**

rnational Finance (ECON-413)
s course is a study of monetary interdependence among nations. The following topics will be explored: ign exchange markets, international currency systems, national income determination in an open econ-, balance of payments accounts and policies for their adjustments, exchange rate adjustments, exchange trol, monetary problems of developed and underdeveloped countries, international capital flows. **Behdad, . 4**

nparative Economics Systems (ECON-414)
udy of alternate economic systems. A theoretical and operational study of economic systems as they exist eality. (Offered irregularly) **Staff. 4**

me Inequality (ECON-415)
substantive goal of this course is to facilitate an understanding of changes in the distribution of income ne United States, 1947 to the present. The course is subdivided into three parts, addressing the context, ysis, and policy environment, respectively. The first part of the course deals with the context of American me inequality and poverty. The primary focus is upon inequalities arising from the operation of the Amer- labor market, but the ideological, demographic, macroeconomic and fiscal contexts are also identified discussed. The second part of the course involves an analysis of poverty in the United States assigned to tify the principal causes of poverty among particular socioeconomic and demographic sub-populations. third part of the course surveys the policy environment for poverty alleviation, including contemporary utes about the nature and prospects of policy reform. **Ziegert. 4**

nen in the U.S. Economy (ECON-416)
course will focus on the market and nonmarket contributions of women to the U.S. economy. A historical ework provides the backdrop for examining the economic, political and social institutions that affect en's contributions to the nation's economic well-being. **Bartlett. 4**

hematical Macroeconomic (ECON-419)
course is specifically designed to be a stepping stone to graduate school. It makes extensive use of math- ical notation and relies heavily upon calculus. About 40 percent of the course is devoted to applying

calculus tools to topics previously covered in Intermediate Macroeconomics. Calculus and intensive mat ematical modeling allow insights not available with the tools of intermediate theory. About 60 percent the course is devoted to more advanced topics that are drawn from macroeconomics and investment theo **Miller. 4**

Public Finance (ECON-421)
A study of the impact of governmental taxation and expenditures on the economy. The economic rationale f the existence of the public sector is examined and the development, passage, and implementation of the feder budget is investigated. Issues such as welfare reform, the growth of entitlement programs, the financing health care and the theory and practice of taxation are studied. **LaRoe, Brown. 4**

Industrial Organization and the Public Control of Business (ECON-422)
This course examines corporate decision making as a function of the competitive environment in which t firm operates. In addition to standard market structure theory, we examine a number of business practic including pricing and advertising policy, corporate strategic behavior, and horizontal and vertical mergers a acquisitions. The analysis is often mathematical, with a heavy emphasis on game theory. **D. Boyd. 4**

International Trade (ECON-423)
This course explores the pattern and problems of world trade. The main topics are: theories of internatio trade, tariffs and other barriers, international trade organizations, common markets and free trade areas. U commerical policies, trade problems of developed and underdeveloped countries, east-west trade, inter tional migration of labor. **Behdad, Lin. 4**

Labor Economics (ECON-424)
This course develops the basic theories of labor supply and demand. Using these theories we examine institutional forces that the government, unions, and corporate powers have on wages and hours worked specific focus of the course is spent analyzing competing theories that explain the wage differentials that e in the U.S. labor markets. **L.Boyd, Brown. 4**

Racial and Ethnic Groups and the U.S. Economy (ECON-425)
This course examines the roles that various racial and ethnic groups have played in the development of U.S. economy. Historical forces in conjunction with economic and political institutions have created a uni position for each of these groups. An examination of the causes and consequences for the economy particular groups of these interlocking forces will be examined. **Miller. 4**

Urban and Regional Economic Development (ECON-426)
This course will introduce, develop and analyze the types of and importance of the linkage between regional economics and their urban subsystems. The topics to be developed include the economic varia which may be used to explain differential rates of economic change in selected regions and the impact of s changes on the pattern of economic growth and the quality of life in urban or metropolitan areas. (Off irregularly) **Staff. 4**

Environmental Economics (ECON-427)
This course provides an examination of various economic issues facing business and government regar the use of natural resources and the management of environmental quality. Students will develop an un standing of both the economic nature of environmental problems and the economic tools necessary to exp and devise potential policy solutions for environmental problems. In addition, students will examine th stitutional framework within which environmental problems exist in order to understand those factors w may mitigate against economic solutions. **Ziegert. 4**

Mathematical Microeconomics (ECON-429)
This course explores the mathematical foundations of microeconomics. Constrained and unconstrained mization are employed to generate the results of consumer theory, producer theory and market structure.

se is particularly well suited for those students contemplating graduate study in economics or business. **oyd. 4**

ical Seminars in Economics (ECON-440)
n to advanced students with the consent of the instructor. These courses will involve the preparation of a arch paper and be offered in a variety of applied economic fields. **Staff. 4**

tical Economy of the Middle East (ECON-441)
udy of the general features of the economic development experience of the Middle East. This course note the elements of similarity and the extent of diversity among the economies of the region, and will nine the strategies of planning and patterns of economic development in these economies. We will study structural transformation of these economies and the dynamics of their relations with the colonial and ern West. We will examine the interative relation between economic policymaking and class formation, ell as the economics of internal and international migration. OPEC and the oil market, and the economics ar, occupation and sanction. In the past decades, many Middle Eastern countries have been confronted an Islamic revivalist movement that seeks to transform the economic organization of society according to t has been proposed as "Islamic economics." In this course we will study the theoretical basis of various pretations of Islamic economics and will examine their policy and planning proposals. **Behdad. 4**

anced Theory Seminars (ECON-445)
f. 4

or Research (ECON-451)
f. 4

or Research (ECON-452)
f. 4

ors Project (ECON-461)
f. 4

ors Project (ECON-462)
f. 4

Education

Faculty

Associate Professor Karen Graves, Chair

Associate Professor Lyn Robertson, Associate Professor Karen Graves, Instructor Suzanne Baker

Departmental Guidelines and Goals

The Department of Education emphasizes the relationship between schooling and society and the analy of teaching and learning in interdisciplinary terms. The student majoring in Education is seeking teacl licensure and also majors in another discipline which, under most circumstances, is her or his teaching fie

Denison offers programs leading to the Adolescence to Young Adult License (Secondary) in Chemist Earth Sciences, Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, Life Scienc Physical Sciences, Integrated Science, and the Multi-age License (P-12)in Drama/Theater, French, Germ Latin, Music, Spanish, Health, Physical Education and Visual Art.

It is also possible for the student interested in elementary education or some area of special education to t appropriate work at Ohio Wesleyan University, Antioch College or some other institution and transfer up 31 semester hours for application toward a Denison degree. The work proposed must represent a purpos pattern of preparation for licensure and must be approved in advance by the Committee on Teacher Educati Total fulfillment of licensure requirements in elementary education or special education probably could be achieved in the normal four-year period.

A student preparing for teacher licensure may qualify for any of the degrees described in the Plan of St section in the catalog. With certain exceptions, the departmental major, augmented by related coursewo can be utilized as a teaching field.

Early consultation with a member of the Department of Education is important and will facilitate the plann necessary to meet the requirements for certification/licensure in most states. It is the student s responsibil however, to communicate with the Department of Education in any state other than Ohio for the purpos meeting that state s requirements for licensure.

Enrollment in the Teacher Education Program

Official enrollment in the teacher education program must be approved by the Committee on Teacher Edu tion. Application should be made as soon as possible after the first semester of the first year. Criteria utili by the Committee for full approval in the program relate to both personal and academic qualifications. the latter, the guidelines applied are a 2.50 cumulative grade-point average and a 3.00 in the applicant's ma teaching field. More specific information about the former can be obtained at the Department of Educat office.

Education Major

Licensure for Teaching

For licenses offered in the state of Ohio in the aforementioned fields, requirements are met by complet prescribed course work in general education, professional education, an additional major or majors that se as the teaching field(s), a comprehensive assessment in the senior year and successful performance on appropriate Praxis II tests. The professional education course requirements are Psych 100, Ed 213, 250, 3 310 (P-12 licensure only), 312, 410, 411, 415 and 420.

The teaching field normally coincides with the student s academic major at Denison, but coursework requi for teaching licenses typically exceeds the number of courses required in an academic major.

otal of approximately 175 clock hours of field and clinical experience are included in the requirements of 213, 250, 312, 390 and 410, and, for students completing requirements for P-12 licenses, Ed. 310 provides more such hours. One hundred additional hours are completed in a May Term or a three-semester-hour l experience, and 25 hours are fulfilled through elective field experiences.

etailed report on The Quality of Teacher Preparation from the Education Department of Denison Univer-, as mandated by Title II of the Higher Education Act, 1998, is available (see page 88).

fessional Semester

professional semester, which includes student teaching, normally is the second semester of the senior r. Courses include:

410, General Methods of Teaching; Ed. 411-10 411-70, Special Methods of Teaching; Ed. 415, Stu-t Teaching; Ed. 420, Senior Seminar (includes completion of professional portfolio); and Comprehensive essment (portfolio, interview, case analysis)

ditional Points of Interest

Ninth Semester Plan for Student Teaching (for graduates of Denison only)

Teacher Education program at Denison University is planned so that most students can complete it within years. Students who are early in making the decision to earn a teaching license usually encounter few culties in scheduling the necessary courses and field experiences. Students who make the decision as late heir junior year may not have enough time left to complete the requirements for teacher licensure. In order nake it possible for such students to meet these requirements, the following plan is available. Note that it ot a substitute for our four-year program leading toward certification; it augments that program and makes ore flexible for those who need more time.

n the approval of the Committee on Teacher Education, students who graduate from Denison having com-ed all requirements for teacher licensure, with the exception of the 12-week student teaching experience, general methods course, and the senior seminar are eligible to return during the fall or spring of the next demic year to perform their student teaching. The tuition for the 12-week student teaching experience is 00 for the 2002-2003 academic year.

t-Bachelor s Teacher Licensure Program

n the approval of the Committee on Teacher Education, students who have graduated from Denison or r institutions with a bachelor s degree may enroll in a three-semester sequence leading to teacher licen-. Information concerning this program may be obtained in the Department of Education. Tuition for the e semesters is one-half the normal tuition.

dents participating in the ninth semester plan or one-year program are not required to live in college sing or use the college food plan, although they might be permitted to do so if space in either area is lable.

nsportation

sroom observation, participation, and teaching assignments are made in the various schools of Granville, th, Newark, Licking County and Columbus. The responsibility for transportation rests with the student.

Institutional Report on Teacher Preparation as Mandated by Title II of the Higher Educati Act for the Academic Year 2000-2001 for Denison University

Section I. Pass Rates

Table 1: Single-Assessment Institution-Level Pass-rate Data

Type of Assessment	Assmt. Code Number	Number Taking Assmt.	Number Passing Assmt.	D.U. Pass Rate	Ohio Pass Rate
Principles of Learning and Teaching 7-12	524	12	12	100%	94%
Eng Lang Lit Comp Content Knowledge	041	1			83%
Mathematics: Content Knowledge	061	1			89%
Social Studies: Content Knowledge	081	1			90%
Physical Ed: Content Knowledge	091	1			83%
French Productive Language Skills	171	1			65%
French Content Knowledge	173	1			94%
German Content Knowledge	181	1			
German Productive Language Skills	182	1			
Spanish Content Knowledge	191	1			86%
Spanish Productive Language Skills	192	1			59%
Chemistry Content Knowledge	241	1			71%
General Sci Content Knowl Part 1	431	1			90%
General Sci Content Knowl Part 2	432	1			90%
Health Education	550	1			100%
Earth Science Content Knowledge	571	1			100%

Table 2: Aggregate and Summary Institution-Level Pass-rate Data

Type of Assessment	Number Taking Assessment	Number Passing Assessment	D.U. Pass Rate	Ohio Pass Rate
Aggregate-Professional Knowledge	12	12	100%	93%
Aggregate-AcademicContent Areas	10	9	90%	92%
Aggregate-Other Content Areas	1			100%
Summary Totals and Pass Rates	12	12	100%	89%

Section II. Program Information

26 students were enrolled in the teacher preparation program at Denison University during 2000-01 this total 19 students were in AYA (secondary) programs and 9 students were in Special All Grades (kindergarten through grade 12) programs.

2 students were in programs of supervised student teaching during 2000-01. **Two** part-time faculty members
1 professional education, not otherwise employed by the institution, were supervising faculty for student
achers. The student/faculty ratio regarding student teaching was **6:1**.

he average number of hours per week required during student teaching was **40**; the number of weeks required
r student teaching was **12**. The total number of hours required for student teaching was **480**.

he teacher preparation program at Denison University is **approved by the Ohio Department of Education**.
he ODE has classified the teacher preparation program as conditional-at risk of low performing due to two-
ear approval following an on-site evaluation.

ection III. Contextual Information

1 the 2000-01 year five students in the Denison University teacher preparation program received college-
ide grants for summer research on topics in education. One student won a Fulbright Scholarship to teach in
ermany. Another (undergraduate) student was awarded third place for presentation of his research at a chem-
try conference for graduate students at a major university. Department of Education faculty wrote or edited
/o books that were published in 2000-01, and participated in four international or national conferences. One
ember of the department was program chair for a division of AERA.

ll teacher education students are double majors. They major in the discipline they are preparing to teach, as
ell as in education. Field experience in area schools is integrated into the curriculum throughout the teacher
ucation program. Student teaching occurs in two locations for every student, in a rural or small town school
d in a major urban district. Students take a comprehensive examination including case analysis presen-
ions, interviews, and a portfolio review. In the 2000-01 year professors in the Department of Education
llaborated with a Professor of Economics to offer courses on the school funding crisis in Ohio. In these
urses students engaged the local community in collaborative service-learning activities.

ourse Offerings

troductory Topics in Education (EDUC-199)
general category used only for the evaluation of transfer credit. **Staff. 1-4**

ie U.S. Education System (EDUC-213)
idents will develop a thorough and systematic understanding of the development of education and school-
; in the United States. Relationships between school and society will be analyzed from both historical and
ntemporary perspectives in a cross-disciplinary approach that relies on historical, philosophical, sociolog-
l and economic literature. Themes include the connection between liberty and literacy, centralized versus
al control of schools, expansion of schooling, inequalities in schooling, and the differentiated curriculum.
aves. 4**

e Learner and the Teacher (EDUC-250)
is course examines the learning-teaching process from philosophical, ethical and psychological of behav-
al, cognitive and humanistic psychology are perspectives. Readings include the educational treatises of
to, Isocrates, Rousseau, Wollstonecraft, Dewey and Martin. Theories of behavioral, cognitive and human-
c psychology are addressed. This course includes a three-hour commitment each week to an area school
ssroom. The student will complete a variety of activities that focus on the teacher, the learner and the
rning-teaching process, using the school experience as a "laboratory" to gather primary sources of infor-
tion. Prerequisite: Psychology 100. **Robertson. 4**

ermediate Topics in Education (EDUC-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

Early and Middle Childhood: Teaching and Learning (EDUC-310)
This course will explore the goals and aims of preschool and elementary education and examine prevailing curricular programs and materials in the preschool and elementary grades. Various patterns for organizing and staffing preschool and elementary schools will be studied with attention directed toward important considerations, methods, and techniques for teaching preschool and elementary age children. To supplement the campus classroom work, students will be assigned three hours a week of field experience working with a teacher in a preschool or an elementary school setting. Additionally, ten hours of tutorial instruction on the curriculum, resources, and methods of the student's special teaching field are required. (First semester) **Baker. 4**

Literacy and Learning: Theory and Practice (EDUC-312)
The purpose of this course is to help teachers improve their students' performance in their subject fields by using reading and writing processes. Emphasis is on theories of reading and writing, approaches for solving problems related to these processes, and teaching students to read and write critically. The course includes a 30-hour commitment to a field experience in an area school classroom and is a prerequisite for the professional semester. Technology laboratory prepares students to meet International Society for Technology in Education (ISTE) and Associaton of College and Research Libraries (ACRL) technology standards and focuses on integrating information literacy with the more traditional literacies. Prerequisite: Enrollment in the Teacher Education Program. (First semester) **Robertson. 5**

Special Problems (EDUC-345)
Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 1-4**

Special Problems (EDUC-346)
Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 1-4**

Directed Study (EDUC-361)
Staff. 1-4

Directed Study (EDUC-362)
Staff. 1-4

Independent Study (EDUC-363)
Staff. 1-4

Independent Study (EDUC-364)
Staff. 1-4

Critical Pedagogy: Gender, Race and Class in U.S Education (EDUC-390)
In its examination of current critical issues in U.S. education, the central concern throughout this course is the relationship between school and society. Particular attention is given to critical and feminist pedagogi This course includes a two-hour commitment each week to social service agencies. **Graves, Robertson. 4**

Advanced Topics in Education (EDUC-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

General Methods of Teaching (EDUC-410)
A study of procedures and activities employed in teaching, including planning, teaching strategies, use of technology, evaluating, and classroom management. Attention is given to the use of written discourse between teacher and students and among students to develop and extend students' understanding of the discipline; various student groupings (collaborative, cooperative learning, peer teaching); different learning styles (visual, auditory and tactile, for example); instructional activities designed to sharpen skills of critical analysis;

sing a variety of assessments (performance assessment, portfolios, authentic assessments and tests) to mon-
or learning and make instructional decisions. Prerequisite: Enrollment in the Teacher Education Program.
aker, Robertson. 2

pecial Methods of Teaching (EDUC-411)
udents learn about the objectives, materials, resources and special methodologies appropriate to their spe-
fic teaching fields. Attention is given to strategies which promote students' articulation of ideas and prob-
m solving; the use of research, resources and technology in teaching and learning; planning activities for
culturally diverse classroom, including consideration of students with limited English proficiency or spe-
al needs; and the integration of subject material to life in the "real world". Prerequisite: Enrollment in the
acher Education Program. **Staff. 2**

udent Teaching (EDUC-415)
igibility is contingent upon approval of the Committee on Teacher Education (see Enrollment in the Teacher
lucation Program) and acceptance by the school to which assigned. A full-time commitment to the school
ll be expected, during which the student will teach at least four classes and perform other duties normally
sociated with the teaching profession. Prerequisites: Psych 100, Educ 213, 250, 310 (for multi-age license
ly), 312, 390 and 410. Prerequisite: Enrollment in the Teacher Education Program. (Second semester)
obertson, Graves. 10-12

nior Seminar (EDUC-420)
udents engaged in student teaching reflect critically and analyze their experience and the relationship be-
een school and society. Prerequisite: Enrollment in the Teacher Education Program. **Robertson, Graves. 1**

nior Research (EDUC-451)
aff. 4

nior Research (EDUC-452)
aff. 4

nors Project (EDUC-461)
aff. 4

nors Project (EDUC-462)
aff. 4

lucational Studies

culty

en Graves, Coordinator

ulty from the Departments of Education, Philosophy, Psychology, Sociology/Anthropology, and Commu-
ation.

partmental Guidelines and Goals

interdepartmental major and minor in Educational Studies are designed to teach participants about impor-
educational issues in our society, to provide the background for service or careers in non-school settings,
or to help students prepare themselves for a program in elementary education.

major might be especially appropriate for the person with a broad interest in educational matters or
ducational departments of hospitals, correctional institutions, museums, zoos, mental institutions, and

churches. The minor could be accompanied by a departmental major in one of the disciplines with an obvious relationship to a particular career, e.g., biology and outdoor education, or art history and museum education.

Neither program is intended to have a narrow vocational focus. Rather, both are designed with the recognition that the liberal arts can be related to the real world of informed citizenship as well as provide the context within which numerous careers in education are developed.

Educational Studies Major

The major requires a minimum of 36 semester hours of credit, including a core of 24 semester-hours distributed among several departments. A concentration of at least four courses must be completed in either the Department of Psychology, Sociology/Anthropology, or Communication. Additional courses may be chosen from Education and Philosophy in consultation with the Coordinator. Supplementing formal coursework are a required non-credit workshop in selection and use of media and an appropriate internship (e.g., May Term or summer job). Four or more courses taken for the major must be at the 300 or 400 level. The following are required:

Education 250, "The Learner and the Teacher" (4 sem. hrs.) (prerequisite: Psych 100)
Education 390,"Critical Pedagogy: Gender, Race and Class in U.S. Education" (4 sem. hrs.)
Psychology 200, "Research Methods," (4 sem. hrs.)
Psychology 330, "Cognitive Psychology" or
Psychology 315, "Psychology of Language and Thought," (4 sem. hrs.)
Sociology/Anthropology 210, "Sexual Inequality," or
Sociology/Anthropology 212, "Race and Ethnicity," or
Sociology/Anthropology 214, "American Society" (4 sem. hrs.)
Communication 147, "Media Literacy," or
"Communication 223, "Persuasion," or
Communication 306, "Organizational Communication" (4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)
An additional course requiring service-learning chosen from the remainder of the Denison curriculum
Professional portfolio

Educational Studies Minor

Requirements for the minor are similar to those for the major but are less extensive. Students must complete a minimum of 22 semester hours of course work. This includes a required core of 16 semester hours. The non-credit media workshop and internship apply to the minor as well as the major. The following are required:

Education 250, "The Learner and the Teacher" (4 sem. hrs.) (prerequisite: Psych 100)
"Race and Class in U.S. Education" (4 sem. hrs.)
Sociology/Anthropology 210, "Sexual Inequality," or
Sociology/Anthropology 214, "American Society" (4 sem. hrs.)
Communication 147, "Media Literacy" or
Communication 223, "Persuasion" or
Communication 306, "Organizational Communication" (4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)

Course Offerings

Enduring Questions of Philosophy (EDST-101)
Course normally listed as PHIL 101 **Staff. 4**

edia Literacy (EDST-147)
urse normally listed as COMM 147. **Condray. 4**

search Methods in Psychology (EDST-200)
urse normally listed as PSYC 200. **Staff. 4**

xual Inequality (EDST-210)
urse normally listed as SA 210. **Diduk. 4**

ce and Ethnicity (EDST-212)
urse normally listed as SA 212. **Waters. 4**

nerican Society (EDST-214)
urse normally listed as SA 214. **Staff. 4**

rsuasion (EDST-223)
urse normally listed as COMM 223. **Arthos, Kurtz. 4**

e Learner and the Teacher (EDST-250)
urse normally listed as EDUC 250. **Robertson. 4**

ganizational Communication (EDST-306)
urse normally listed as COMM 306. **Staff. 4**

chology of Language and Thought (EDST-315)
urse normally listed as PSYC 315. **Hutchins. 4**

gnitive Psychology (EDST-330)
urse normally listed as PSYC 330. **Hassebrock. 4**

ected Study (EDST-361)
urse normally listed as EDUC 361. **Staff. 1-4**

ected Study (EDST-362)
urse normally listed as EDUC 362. **Staff. 1-4**

ependent Study (EDST-363)
urse normally listed as EDUC 363. **Staff. 1-4**

ependent Study (EDST-364)
urse normally listed as EDUC 364. **Staff. 1-4**

tical Pedagogy: Gender, Race and Class in U.S. Education (EDST-390)
urse normally listed as EDUC 390. **Graves, Robertson. 4**

ior Research (EDST-451)
rse normally listed as EDUC 451. **Staff. 4**

ior Research (EDST-452)
rse normally listed as EDUC 452. **Staff. 4**

English

Faculty

Associate Professor Sandra Runzo, Chair

Professors David Anderson, David Baker, Desmond Hamlet; Associate Professors Mathew Chacko, Kir Combe, James P. Davis, Richard A. Hood, Linda Krumholz, Lisa J. McDonnell, Priscilla Paton, Dennis Rea Sandra Runzo, Ann Townsend, Marlene Tromp; Assistant Professors Suzanne Ashworth, Sylvia Brow Gareth Euridge, Cindy Johanek, Greg Polly, Fred Porcheddu, Donya Samara

Departmental Guidelines and Goals

The English curriculum is intended to serve the general needs of the liberal arts student and at the same tir provide coherent programs for the more specialized needs of students who wish to major in literature or writing. Students who major in English do so at a time when the discipline itself is undergoing an unusual intensive period of self-examination and change. The breadth of these changes in the purposes, methods, a critical theories that underlie and shape what we do as instructors of English attests that the study of langua and literature is a dynamic, living, and lively pursuit, one that integrates political, social, philosophic, cultur and aesthetic values. As a department participating in this evolution, we have designed a program that enabl students to pursue a variety of personal and professional goals, one that seeks to balance a variety of nee for experiences shared by all students majoring in English as well as opportunities for students to purs individual interests; for historical breadth as well as depth of inquiry; for a variety of classroom experienc including comprehensive historical surveys, specialized seminars (focusing on particular authors, genr themes, critical approaches, or historical moments), and individual writing projects, whether scholarly creative. The faculty in English participate actively in the General Education program, the Women s Stud program, the Black Studies program, service learning opportunities, the Queer Studies concentration, a International Studies.

All students may enjoy readings and lectures made possible by the endowed Harriet Ewens Beck Fund, whi has brought such writers as Eudora Welty, Ernest Gaines, Alice Walker, Galway Kinnell, Tom Stoppa Louise Erdrich, Carolyn Forche, and Mark Strand for visits or short residencies each year. The curriculum English is also enhanced by a variety of opportunities for students to pursue publishing their works loca in a variety of student-edited journals. Articulate (a forum for cultural and literary criticism), *Exile* (a jo nal of creative writing), *Judy* (a feminist journal), and *MOYO* (a magazine of commentary) are among publications associated with students in English.

English Major

Students who major in English must choose an adviser in the English Department to assist them with sel ing and sequencing classes to meet their academic and professional goals. All students who major in Engl must complete a minimum of nine classes in the department, excluding FYS-101. Four of these classes specifically required: a shared core of historical surveys (English 213, 214, and 230) and a senior semi (English 400), which is offered each semester on a variety of topics. Students who concentrate in creat writing may find additional requirements listed below. For students not electing to pursue a concentration creative writing, four seminars at the 300-level are required, one of which must focus on literature bef 1900. All students are strongly urged to begin their major coursework with the required historical surv which provide useful historical context for subsequent, more focused study in the seminars. But, because s cific 300-level seminars probably are not offered every semester, students are encouraged to take semin even before they have completed the required surveys, if they are interested in the topics. Students are ur to take a course in critical theory (English 302 or 379, for examples) some time during their stay at Denis particularly if they wish to pursue studies in English after graduating. A typical array of classes in Eng

uld include four 200-level classes, four 300-level seminars, and one senior seminar. Students are encour-ed to take more than the minimum number of required classes. The optional, year-long senior research oject (English 451-452), like the senior writing project for creative writers, may count as one 300-level urse.

ch semester, students wishing to take classes in English should read the semester s course descriptions, ilable from the English office, which provide more detailed information about specific classes than what pears below.

glish Minor

minor in English, students must take English 213, 214, and 230, and three additional courses, at least two which are at the 300 or 400 level. The senior seminar may be elected as one of these.

riting Concentration

are pleased to offer English majors an opportunity to participate in Denison's long and rich history of turing writers. Since 1949, Denison's English Department has offered a concentration in creative writing ause we believe creative writing is a fundamental expression of literary knowledge and practice.

major in English with a concentration in writing, students must take a minimum of nine courses, including glish 213, 214, 230, and 400. Also required are English 237, and at least three other courses at or above the level, including one 300-level writing class and one 300-level course in literature before 1900. Writing centrators must also take a two-semester senior writing project (English 453-54), which may count as one -level course.

writing courses conducted as workshops assume that each student will participate both as a writer and responsible critic of the writing of others. A student concentrating in writing should not enroll for more one writing course per semester and may not take other writing courses during the senior writing project. suggest that students 300-level writing courses be in the genre or genres in which they are most likely to us for their senior writing project.

ditional Points of Interest

cial Courses for Teacher Certification in English

dents who wish to teach English in secondary schools need to earn the Integrated Language Arts License the State of Ohio. To do this at Denison, students must major both in English and Education and take e specified courses in related disciplines. Students should contact both a member of the Education depart-t and an adviser in English for information about the state requirements the first semester that they are on pus.

urse Offerings

oductory Topics in English (ENGL-199)

neral category used only in the evaluation of transfer credit. **Staff. 1-4**

oduction to Literature (ENGL-200)

ntroduction to literary types, this course will emphasize close interpretive reading of poetry, fiction and ma. **Staff. 4**

demic Writing (ENGL-201)

ory and practice in essay and other academic writing, allowing students to concentrate on mastering styles opriate to their own academic or personal needs. **Staff. 4**

Texts and Contexts: Introduction to Critical Reading (ENGL-202)
A study of the theory and practice of critical reading, with an emphasis on developing progressive expertis in reading for significant detail, irony, intertextuality, and the "writerly" text. Theoretical readings will focu on reader-response and an introduction to poststructuralism. **Staff. 4**

Studies in Literature (ENGL-210)
An intensive study of selected writers, works, literary genres, or themes. May be taken more than once fo credit. **Staff. 4**

Early British Literature (ENGL-213)
A study of selected works by men and women writing in the 8th through the 17th centuries. With clo attention to various genres and through various critical approaches, this course attends to literary and cultur developments as reflected in a variety of texts and contexts. **Staff. 4**

Eighteenth- and Nineteenth- Century British Literature (ENGL-214)
A study of selected works by men and women in the eighteenth centuries in England. The course pays clo attention to various genres - satire, poetry, drama, criticism, and fiction - and is designed to sharpen st dents' reading, interpretive, critical and writing skills, while attending to literary and cultural developme in eighteenth-century, Romantic, and Victorian texts. **Staff. 4**

Shakespeare (ENGL-215)
A study of principal plays, emphasizing the poetic and dramatic aspects of Shakespeare's work, as view through a variety of critical perspectives. **Staff. 4**

Modern British and American Poetry (ENGL-219)
A survey of poetry from the first half of the 20th century. Attention to major poets (such as T.S. Eliot, W Yeats, and Marianne Moore) as well as Modernist schools (Imagism, the Harlem Renaissance) will be hanced by attention to the wider history, philosophy and aesthetics of the time. **Staff. 4**

Modern British and American Fiction (ENGL-220)
A survey of fiction from the first half of the 20th century, with attention to such authors as Conrad, Faulkn Forster, Hemingway, Hurston, Joyce, Lawrence, Toomer, Welty, Wharton, Woolf and Wright. **Staff. 4**

Women in Literature (ENGL-225)
Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such sexuality, history, race, class, identity and power. **Staff. 4**

American Literature Before 1900 (ENGL-230)
A survey of texts and literary movements in America before 1900, emphasizing literary responses to such sues as progress, national identity, the American landscape and slavery. The course will introduce seventee and eighteenth century texts and focus more fully on the literature of the nineteenth century, with attentio various genres and critical approaches. **Staff. 4**

Creative Writing (ENGL-237)
An introductory course in the writing of fiction and poetry. Students will be asked to read in both genres, exercises focusing on technique and style, complete and revise significant work in both genres and criti classmates' work with an eye to providing constructive feedback. **Staff. 4**

Modern Drama (ENGL-240)
A consideration of drama from 1890 to 1956, with emphasis on British and American playwrights, an eye to female and minority dramatists disenfranchised from the main stages. **Staff. 4**

Human Diversity Through Literature (ENGL-245)
A study of selected works by and about bisexual, gay, lesbian and transgender people. **Staff. 4**

hnic Literature (ENGL-255)
study of the literature of various ethnic, racial and regional groups of the United States. This course ex-ores cultural heritages, historical struggles, artistic achievements and contemporary relations of groups in nerican society. **Staff. 4**

ral Tradition and Folk Imagination (ENGL-259)
inquiry into the methodology of folklore study and an examination of the folk idiom in the American perience. **Staff. 4**

ature and the Literary Imagination (ENGL-291)
study of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections ry, but generally include past and contemporary writers who reflect different ethnic and regional outlooks d who work in various modes, including literature, memoir, natural history and science. **Staff. 4**

e Literature of Place (ENGL-298)
exploration of the ways in which literature and locale inform each other, this course focuses on a specific e or community. Through readings of literature "about" that place, the class investigates how cultural, cial, historical, and/or institutional realities interrelate - as both cause and effect - with text. An optional to the place in question follows the semester. **Staff. 1-4**

termediate Topics in English (ENGL-299)
general category used only in the evaluation of transfer credit. **Staff. 1-4**

troduction to Literary and Cultural Theory (ENGL-302)
survey of some of the major literary and cultural theories employed by critics today. This course will phasize readings in primary texts by critical theorists as well as practical applications of those theories to ts of various kinds. **Staff. 4**

udies in Literature (ENGL-310)
intensive study of selected writers, works, literary genres, or themes. May be taken more than once for dit. **Staff. 4**

udies in Composition and Rhetoric (ENGL-311)
intensive study of selected issues, historical periods, theory and theorists, research, or pedagogy in com-sition and rhetoric. **Staff. 4**

udies in the Short Story (ENGL-314)
study of selected works of major and representative writers working in the genre of the short story. This urse may focus on a few specific writers (such as Eudora Welty or Raymond Carver), or on selected schools l movements (such as the avant-garde, naturalism, or or modernism), or on special topics within the field ch as post-colonial fictions or Southern writing). **Staff. 4**

rican-American Women's Literature (ENGL-325)
torical and contemporary African-American women's literature grounds an inquiry into black women's rary and intellectual traditions within the matrix of race, gender, class and sexual relations in the United tes. **Staff. 4**

tive American Literature (ENGL-326)
study of Native American literature that will provoke considerations of Native American cultural and gious traditions, historical and legal struggles, artistic achievements and contributions to contemporary erican culture. **Staff. 4**

Composition Theory and Pedagogy (ENGL-335)
An introduction to theory and practice in composition and an opportunity to apply theories in Denison's Writing Center or nearby classrooms. Students may concentrate on applying theory to any context, tailoring the practicum to their areas of interest. **Staff. 4**

Contemporary Drama (ENGL-340)
Intensive study of drama from 1956 to the present, with an emphasis on British and American playwrights. The course will focus on the issues, problems, techniques, and generic forms particular to contemporary drama, with interest in the emerging drama of minority, female, and gay and lesbian playwrights. **Staff. 4**

Studies in the English Novel (ENGL-341)
This course will explore the English novel by studying special thematic topics, its evolution, and/or developmental influences. The course might include such authors as DeFoe, Fielding, Austen, Bronte, Gaskell, Dickens, Eliot or Hardy. **Staff. 4**

Studies in the Contemporary Novel (ENGL-342)
A study of such contemporary international novelists as Salman Rushdie, Garcia-Marquez, Toni Morrison, Gunter Grass, and Nadine Gordimer. The course may have a special focus on such topics as the post-colonial novel or the historical novel. **Staff. 4**

Studies in Contemporary Poetry (ENGL-343)
A study of selected works of major and representative poets from the second half of the 20th century. Each section might focus on a few specific poets (such as Adrienne Rich or W.S. Merwin), or on selected schools and movements (such as the Confessionals, the Beats, the Language Poets), or on special topics within the field (such as mythology, feminism, or Post-modernism and the avant-garde.) **Staff. 4**

The English Language (ENGL-346)
A study of the development of the English language and its dynamic presence in the world today. In addition to surveying the history of English from its Indo-European origins to the present time, units within the semester cover general linguistics topics, contemporary literacy controversies, and the social implications of dialect variation and changes in usage. **Staff. 4**

Studies in Medieval British Literature (ENGL-348)
Special topics courses studying the textual forms of England, Scotland, Wales and Ireland from 500 to 1500 CE. **Staff. 4**

Studies in European Literature (ENGL-349)
Selected works in translation from the Middle Ages through the twentieth century. Depending on the topic of the seminar, authors studied may include such diverse figures as Chretien de Troyes, Dante, Christine de Pisan, Cervantes, Madame de Lafayette, Moliere, Goethe, Ibsen, Tolstoy, Calvino and Christa Wolf. **Staff**

The Harlem Renaissance (ENGL-355)
An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renaissance, particularly the way in which the social, economic and political conditions of the era helped shape the literary art of the 1920s. **Staff. 4**

The Narrative of Black America (ENGL-356)
A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **Staff. 4**

Postcolonial Literature and Criticism (ENGL-357)
Readings in literature and criticism from Asia, Africa, Latin American and the Caribbean, in response to the experience of colonialism. **Staff. 4**

rected Study (ENGL-361)
fers the student an opportunity to develop, with the help of an interested professor, a special program of dy in a given topic for one semester. May be taken more than once. Directed Study credit may be used count toward an English major or minor, but it may not be used in place of required 300-level courses. **aff. 1-4**

rected Study (ENGL-362)
fers the student an opportunity to develop, with the help of an interested professor, a special program of dy in a given topic for one semester. May be taken more than once. Directed Study credit may be used count toward an English major or minor, but it may not be used in place of required 300-level courses. **aff. 1-4**

lependent Study (ENGL-363)
fers the student an opportunity to develop within a semester a wholly individualized program of study, to supervised by an interested professor. Independent Study credits may be used to count toward an English jor or minor, but may not be used in place of required 300-level courses. **Staff. 1-4**

lependent Study (ENGL-364)
fers the student an opportunity to develop within a semester a wholly individualized program of study, to supervised by an interested professor. Independent Study credit may be used to count toward an English jor or minor, but may not be used in place of required 300-level courses. **Staff. 1-4**

dies in 16th- and Early 17th- Century British Literature (ENGL-365)
tudy of selected works of poetry, prose and drama from 1500-1660. **Staff. 4**

dies in Late 17th- and 18th Century British Literature (ENGL-366)
cial topics courses based in the literacy culture of England from roughly 1640-1800. **Staff. 4**

dies in 19th- Century British Literature (ENGL-367)
cted topics in the literature of 19th- century England. The course may focus on Romantic or Victorian nors or representative writers from both eras. **Staff. 4**

dies in 19th- Century American Literature (ENGL-368)
cted topics in the literature of 19th- century America. **Staff. 4**

dies in Early American Literature (ENGL-369)
cted topics in the writings of colonial and early national America. **Staff. 4**

ucer (ENGL-371)
rvey of Chaucer's verse and prose, centering on the Canterbury Tales. The course engages the social and llectual transformations in 14th-century England, as well as interpretations of, and reactions to, Chaucer's ing in the centuries since. A recurrent concern will be the challenges created by the textual instability rent in a manuscript culture. **Staff. 4**

on (ENGL-374)
udy of Paradise Lost and selected shorter poems. **Staff. 4**

17th- and 18th - Century Drama (ENGL-375)
ies in the production, reception and sociopolitical context of British drama from roughly 1660 to 1800. **f. 4**

ial Topics in Literary and Cultural Theory (ENGL-379)
pth studies of one or two particular critical or cultural theories, with an emphasis on the practical appli- n of those theories to texts of various kinds. **Staff. 4**

Narrative Writing (ENGL-383)
An advanced workshop course in fiction writing. Students will be asked to read a wide selection of shor fiction and to complete and revise a significant collection of their original work. Students will attain a workin knowledge of fictional forms, techniques and aesthetics. **Staff. 4**

Essay and Article Writing (ENGL-384)
An advanced workshop in the writing of nonfiction, requiring numerous and varied reading and writing as signments. **Staff. 4**

Poetry Writing (ENGL-385)
An advanced workshop in poetry writing. Students will be asked to read a wide selection of poetry and complete and revise a chapbook collection of their original works. Students will attain a working knowledg of poetic forms, technique and aesthetics. **Staff. 4**

Advanced Topics in English (ENGL-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Seminar (ENGL-400)
A required course for seniors that is organized around a theme or topic. All sections require frequent sh reports to the class on research or reading. Each student will write a long paper as the basis for a maj seminar presentation. **Staff. 4**

Senior Research (ENGL-451)
Senior students may work on an individually designed project for as much as two full semesters. A stude whose project seems likely to result in distinguished work and who satisfies other requirements for hon may petition to have his or her senior research transferred to 461-462. **Staff. 4**

Senior Research (ENGL-452)
Senior students may work on an individually designed project for as much as two full semesters. A stude whose project seems likely to result in distinguished work and who satisfies other requirements for hon may petition to have his or her senior research transferred to 461-462. **Staff. 4**

Senior Writing Project (ENGL-453)
This year-long project is required for a concentration in creative writing. Conducted under the directorsh of a writing professor, each project will include an individual reading program and will result in a signific book-length manuscript of the student's creative work. **Staff. 4**

Senior Writing Project (ENGL-454)
This year-long project is required for a concentration in creative writing. Conducted under the directorsh of a writing professor, each project will include an individual reading program and will result in a signific book-length manuscript of the student's creative work. **Staff. 4**

Honors Project (ENGL-461)
Open only to a student whose senior research is in progress. **Staff. 4**

Honors Project (ENGL-462)
Open only to a student whose senior research is in progress. **Staff. 4**

ıvironmental Studies

culty

sociate Professor Tod Frolking, Director

VS faculty: Carol Goland, Tod Frolking, Abram Kaplan, Douglas J. Speiles

ive faculty: Ron Abram, Monica Ayala, John Cort, Fardad Firooznia, Amy Green, David Greene, Harry t, Laurel Kennedy, Jonathan Maskit, Julie Mulroy, Bill Nichols, Jim Pletcher, Brigitte Ramos, Tom ultz, Scott Siddall, Bahram Tavakolian, Steve Vogel, Wes Walter, Andrea Ziegert

ditional resource faculty: Robin Bartlett, Ted Burczak, Susan Diduk, Paul Djupe, Dan Gibson, Andrew ndening, Karen Graves, Warren Hauk, Richard Hood, Eduardo Jaramillo, Barry Keenan, Linda Krumholz, er Kuhlman, Lisbeth Lipari, Bernardita Llanos, Marci McCaulay, Kent Maynard, Marlee Meriwether, scilla Paton, Fred Porcheddu, Sita Ranchod-Nilsson, Lyn Robertson, Pam Scully, Mitchell Snay, Chuck olik, Ann Townsend, David Woodyard

partmental Guidelines and Goals

ironmental Studies is an interdisciplinary inquiry into the relationship between humans and the environ- nt. Both a major and a minor are available to students with an interest in the rigorous study of these issues. major requires students to develop a specific environmental focus as a concentration in addition to the ironmental core courses. Students who wish to major in Environmental Science may do so through the vidually Designed Major (IDM) program at Denison, but should first consult with the ENVS Program ector. The minor in ENVS allows students to integrate an environmental perspective with their major field tudy.

an interdisciplinary area, Environmental Studies draws on work in the natural sciences, the life sciences, social sciences, the humanities, and the arts. It endeavors to bridge these many intellectual approaches perspectives in the hope that students will gain deeper understanding both of the environmental problems ng the world and of proactive opportunities for change. Among issues of concern and investigation are urce utilization, the impact of technology on the ecosystem, relationships between the environment and ocultural systems, geographic information systems analysis, environmental economics and policy, con- ation of biological diversity, nature writing, alternative dispute resolution, environmental psychology, and ronmental ethics, among many others. See the Program web site www.denison.edu/enviro for details.

vironmental Studies Major

Environmental Studies major involves 14-16 courses from *four categories* as follows:

hree core courses required of all majors: ENVS 100 Introduction to Environmental Studies (Fr./So.only) ered both Fall and Spring) ENVS 240 Environmental Problem Solving (prereq:ENVS 100) (offered Fall ENVS 400 Environmental Capstone Seminar (prereq: ENVS major or minor; taken Spring Senior year)

vo environmental science courses, including at least one with a prerequisite. BIOL 202 Ecology and Evo- n (prereq: BIOL 101 and BIOL 102) (offered both Fall and Spring) CHEM 212 Environmental Chemistry eq. CHEM 121 and 122) GEOL 200 Environmental Geology (prereq. GEOL 110 or GEOL 111)

cing only one of the science courses listed above, take one of these in addition: ENVS 210 Environmental ssment (offered Spring '03) PHYS 100 Energy and the Environment

· that the number of courses required to fulfill the science component of the major ranges from three (e.g., OL 111 + GEOL 200 + ENVS 210) to six (BIOL 101 + BIOL 102 + BIOL 202 + CHEM 121 + CHEM + CHEM 212).

C) *Three social science/humanities courses* (including at least one humanities and one social science course) sample list of courses follows; see www.denison.edu/enviro/courselist.html for a current list or consult t ENVS Program for approval of courses not listed. Note that some of these courses do include a prerequisi Check the current pre-registration guide for the current status.

Humanities examples: ENGL/ENVS 291 Nature and the Literary Imagination (no prereq.) HIST/ENVS 3 Environmental History of North America (no prereq.) HIST 283 Plagues and Peoples (no prereq.; usua taught as HNRS) PHIL/ENVS 260 Environmental Ethics (prereq. PHIL 101 or ENVS 100) REL/ENVS 2 Religion and Nature (soph standing, no prereq.)

Social Science examples: ECON/ENVS 327 Environmental Economics (prereq. ECON 202 or conse ENVS 262 Environmental Dispute Resolution (prereq. ENVS 100) (offered 2003-04) ENVS 284 Enviro mental Planning and Design (prereq. ENVS 100) (not offered 2002-03) ENVS/SA 334 Sustainable Agric ture (prereq. ENVS 100 or SA 100 or consent) (not offered 2002-03) POSC/ENVS 328 Politics of the Glo Environment (no prereq.) PSYC/ENVS 320 Environmental Psychology (consent) SA/ENVS 244 Envir ment, Technology, and Society (prereq. SA 100 or ENVS 100 or consent) SA/ENVS 245 Ecology and C ture (prereq. SA 100 or ENVS 100 or consent) (not offered 2002-03) SA/ENVS 321 Development, Wom &Ecology (prereq. SA 100 or SA 210, ENVS 100 or WMST 101) SA/ENVS 333 Tourism and Social Char (prereq.SA 100) SA/ENVS 333 Environment & Development in Latin America (prereq SA 100)

Please check the ENVS web site for an updated list of courses which may be used to satisfy the So Science/Humanities component of the major.

D)*Concentration:* 6 additional, advanced courses: proposal due mid-February of sophomore year. Obt information on specific concentration proposal sequence from ENVS Program office. Check the ENVS w site for instructions, departmental guidelines and examples of concentrations.

Note: A total of up to 5 GEs may be satisfied within the ENVS major; up to two courses may be dou counted between the major and a second major/minor; no double counting is allowed within the major.

Environmental Studies Minor

Students wishing to minor in Environmental Studies must complete six courses: ENVS 100, ENVS 240, upper-level environmental science course (CHEM 212, BIOL 200 or GEOL 200; note that each course ha 2 prerequisites),one environmentally-related Social Science course, one environmentally-related Humani course, and one additional course, which must be taken outside the student's major, from a pre-appro list available from the Environmental Studies Program office. Note: Students wishing to alter their mi requirements should consult with the Director.

Additional Points of Interest

Study Abroad Programs

Students are encouraged to participate in study abroad programs when appropriate to enhance the conc tration area or otherwise supplement course offerings at Denison. Students wishing to do so must go abr prior to their senior year. Further, any courses taken abroad that serve as substitutes for courses listed abov which are otherwise used to satisfy elements of the Environmental Studies major must be approved in adva of the student s departure for the off-campus program by the Environmental Studies Director. A maximun three off-campus courses may be used to satisfy requirements in the major.

Course Offerings

Introduction to Environmental Studies (ENVS-100)

This course provides an initial sense of the interdisciplinary study of the relationship between humans the environment. It offers a systematic introduction to the range of environmental problems facing the w

ıy, and an overview of solutions to those challenges through governmental action, collective efforts, and sonal initiative alike. Topics for in-depth exploration include agriculture (the environmental impacts of ıstrialized agriculture and the ecological basis for an alternative, sustainable agriculture), biodiversity status of the world's biodiversity, causes of biodiversity loss, governmental and private efforts for re-ering species), energy (conventional energy as a source of human-induced climate change and social political barriers to the adoption of alternative energy sources), and consumption and consumerism (the logical footprints of nations and individuals). This course provides an essential foundation for students intend to major or minor in ENVS. (Freshmen/Sophomore only) (Offered Fall 2001 and Spring 2002) **and/Spieles. 4**

rgy and the Environment (ENVS-110)
rse normally listed as a section under Physics 100. **Staff. 4**

nicity and Landscape in American Art and Literature (ENVS-194)
rse normally listed as a section under Honors. **Paton. 4**

ieties of Environmentalism (ENVS-196)
rse normally listed as a section under Honors 196. **Cort, Lewis. 4**

ics in Environmental Science (ENVS-199)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

ironmental Geology (ENVS-200)
rse normally listed as GEOL 200. **Staff. 4**

logy and Evolution (ENVS-202)
rse normally listed as BIOL 202. **Firooznia, Hauk, G. Smith, Schultz. 4**

gion and Nature (ENVS-205)
nvestigation of the religious values of nature in Christianity and Buddhism, and in particular in America Japan. We look at how people in these cultures have viewed the place of humanity within the world of re, and the relationships among humanity, God and nature. Course normally listed as REL 205. **Cort. 4**

ironmental Assessment (ENVS-210)
ronmental assessment demonstrates the importance of rigorous scientific research in monitoring and as-ng the health of a variety of ecosystems. Classroom experiences will be augmented with laboratory work ding mapping and biological and chemical sampling of a local watershed. Students will explore the inter-plinary nature of assessment and remediation strategies through this local fieldwork and in case studies distant habitats. Students will produce a collaboratively designed and implemented web publication that rscores the interdependence of environmental issues. (Offered Spring 2003) **Spieles. 4**

ronmental Chemistry (ENVS-212)
se normally listed as CHEM 212. **Ramos. 4**

ronmental Psychology (ENVS-225)
xamination of the relationship between the environment and psychological processes. Topics examined is course include how the character and the design of our environment can affect psychological well-g, and how certain ways in which we perceive and think can constrain our efforts to comprehend and ront environmental problems. Other topics explored are early environmental experiences and develop-, environment stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, itive maps and way-finding behavior, effects of institutional size on performance, and attitudes towards atural environment. Course normally listed as PSYC 225. **Heft. 4**

Introduction to Environmental Mapping (ENVS-230)
Approximately 80% of all data used by businesses and the US government has a geographic compone
Aerial photography, satellite imagery, Global Positioning Systems (GPS) and Geographic Information Sy
tems (GIS) are extremely useful tools in environmental planning, resource management and risk assessmen
This course is designed to introduce students to GIS and remote sensing spatial analysis techniques within t
framework of a structured project. By the end of the course, students should be able to plan an environmen
assessment project within a GIS framework, read and understand maps, interpret aerial photos, collect da
using GPS technology, import "canned" data from internet and government sources, conduct basic raster a
vector GIS analyses, understand the basics and principles of satellite remote sensing, and present and critiq
GIS/ remote sensing projects. This course is designed as a prerequisite to Geographic Information Syste
Analysis, which will focus on more advanced GIS analyses and independent projects. (Fall 2001) **Staff. 4**

Environmental Problem Solving (ENVS-240)
This course gives students a chance to explore the realm of proactive change in the environmental arena.
combines the theories of policy, the tools of problem solving, and the practice of dealing with environmen
challenges in the real world of American government. The premise of the course is this: if you want to impr
the state of the planet, you have to propose a solution. To make a solution happen, you should understand
process of getting an idea through the decision-making system. Effecting change requires a background
the system(s) that make things happen, whether you ultimately want to work within the system or outs
it. This course is divided into two main components: an overview and implementation of problem solv
techniques, and an in-depth examination of the U.S. Congress' role in environmental policy formation. T
latter section culminates in a "Moot Congress" undertaken by students at the end of the semester. Prer
ENVS 100. This is a core course in the ENVS major and minor. Not recommended for first year stude
(Not offered 2002-2003) **Kaplan. 4**

Environment, Technology and Societies (ENVS-244)
Course normally listed as SA 244. **Staff. 4**

Ecology and Culture (ENVS-245)
In this course we examine present-day human adaptions to diverse environmental zones. We look at biolog
and cultural means by which traditional human societies solve environmental challenges in zones such as h
altitude tropical mountains, arid lands, and tropical rain forests. This examination includes hunter- gath
economies, swidden agriculture, and intensive farming systems. We establish how and if these groups
adapted to their environment, as well as how such adaptations may be enhanced or disrupted by outs
influences, especially development efforts. Along the way this allows us to reflect on the adaptiveness
some of our own cultural behaviors. Prerequisite: ENVS 100 or SA 100 or consent. (Not offered 2002-20
Goland. 4

Geography of North America (ENVS-252)
Course normally listed as GEOG 252. **Frolking. 4**

Environmental Ethics (ENVS-260)
This course investigates the question of our ethical relations and responsibility to objects and system
the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature"
whole. It also asks about nature as such, what nature is, what the place in it is of humans, the role of hu
action in transforming nature, etc. The question of the relation of the natural to the social will receive sp
attention. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member o
Philosophy Department, any Environmental Studies course or consent. (Fall) Course normally listed as P
260. **Vogel. 4**

Environmental Dispute Resolution (ENVS-262)
An in-depth investigation of alternative dispute resolution (ADR) as an improved means to affect chan
environmental conflict. Both an intellectual and hands-on introduction to the theory and practice of A

elying on research into theoretical aspects of conflict, attendance at both conventional litigatory and ADR earings, and actual participation in ADR exercises. Prerequisite: ENVS 100. **Kaplan. 4**

Veather and Climate (ENVS-265)
ourse normally listed as GEOG 260. **Frolking. 4**

nvironmental History of North America (ENVS-268)
ourse registration for this course is made under HIST 268. **Green. 4**

cience in Environmental Decisions (ENVS-272)
formation is central to environmental conflicts. Yet, we seldom have perfect information about what the itcome of an environmental management decisions will be. In the first part of the course, we will study de- sion analysis, a model for how rational decisions can be made under uncertainty and conflicting objectives. he second part of the course will examine perspectives of scientists, non-profit groups, feminists, and others n why the rational model does not always predict the environmental decision making we observe in the real orld. Finally, the course investigates the discovery of a toxic dinoflagelette called Pfiesteria piscida in the astal waters of North Carolina and its policy implications. Prerequisite: ENVS 100 or consent. **Staff. 4**

cosystem Management (ENVS-274)
bservers of environmental management agree that traditional, single-sector environmental management will t prevent degradation of complex ecosystems. Ecosystem management–the integrated management of all pects of the system–has been proposed as a solution. This course examines ecosystem management as a de of public decision making, focusing on issues of uncertainty and information, the role of the public, d institutional scope and scale. Prerequisite: ENVS 100 or consent. **Staff. 4**

pics in History (ENVS-283)
ensive study of selected periods or topics in history at the introductory level. May be taken more than once. ample of recent topics are: Plagues and People. Course normally listed as HIST 283. **Staff. 4**

vironmental Planning and Design (ENVS-284)
is course examines a variety of local environmental planning processes and issues, focusing primarily on communities surrounding Denison (Granville, Licking County), as well as the theories, concepts and ls of design, both at a community level and for individual buildings. Particular attention will be paid to ntroversial models of architecture and planning in order to understand some of the negative implications of nventional approaches. Field trips, group exercises, research and project competitions will form the basis course evaluation. Prerequisite: ENVS 100 or consent. (Not offered 2002-2003) **Kaplan. 4**

ture and the Literary Imagination (ENVS-291)
tudy of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections y, but generally include past and contemporary writers who reflect different ethnic and regional outlooks l who work in various modes, including literature, memoir, natural history and science. **Staff. 4**

omorphology (ENVS-300)
rse normally listed as GEOG 300. **Frolking. 4**

cial Topics in Environmental Science (ENVS-301)
s course provides students with an opportunity to investigate particular issues from diverse perspectives he environmental area. Environmental challenges and solutions of local, national and global scale are ressed, typically with a hands-on and interactive format. This course is offered on an irregular basis with que topics in each version; students may enroll in this course more than once. Prerequisite: ENVS 100. **ff. 4**

Special Topics in Environmental Science: Wetlands Ecology (ENVS-302)
This course provides students with an opportunity to investigate particular issues from diverse perspectives in the environmental area. Environmental challenges and solutions of local, national and global scale are addressed, typically with a hands-on and interactive format. This course is offered on an irregular basis with unique topics in each version; students may enroll in this course more than once. Prerequisite: ENVS 100. (Offered Spring 2003) **Welch. 4**

Hydrogeology (ENVS-305)
Course normally listed as GEOL 305. **Frolking. 4**

Herpetology (ENVS-312)
Course normally listed as BIOL 312. **G. Smith. 4**

Vertebrate Field Biology (ENVS-313)
Course normally listed as BIOL 313. **G. Smith. 4**

Gender and Change in Cross-Cultural Perspective (ENVS-321)
Our foci in this course will be on the diverse ways in which rural women in emerging nations conceptualize and utilize landscape and resources, and on the effects of material changes in natural and social environments on the quality of gender relations, social life, and community organizations. The course will also look comparatively, but more briefly, at the experiences of women migrants and urban workers. We will consider the formulation and implementation of goals for economic and social change, such as sustainable agricultural development, and rural cottage industries, that may contribute to material well-being without damaging the natural environment, and we will examine how cross-cultural alternatives to Western conceptions of gender and ecology may serve as a basis for prospective changes within our own society. This course satisfies the Non-western Studies Requirement. Prerequisite: S/A 100 or consent. Course normally listed as SA 32 **Diduk, Tavakolian. 4**

Peoples and Cultures of Sub-Saharan Africa (ENVS-322)
The course is an examination of the historical, ethnic and cultural diversity of sub-Saharan African societies. It considers questions of economic development, urbanization, agricultural production and the role of the contemporary African state upon rural polities. This course also examines African systems of thought within the context of ritual. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. Course normally listed as SA 320. **Diduk. 4**

Environmental Economics (ENVS-327)
Course normally listed as ECON 427. **Ziegert. 4**

Politics of the Global Environment (ENVS-328)
This course is about the theoretical, political and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed (or not addressed) by governmental, non-governmental and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required, however, students should be prepared to read an interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. Course normally listed as POSC 328. **Pletcher. 4**

Plant Systematics (ENVS-330)
Course normally listed as BIOL 320. **Hauk. 4**

'auses and Consequences of Change (ENVS-333)
'ourse normally listed as a section under SA 333. **Staff. 4**

ustainable Agriculture (ENVS-334)
his course provides an ecological and sociocultural exploration of Sustainable Agriculture, as practiced rimarily in the contemporary United States. We establish the historical and cultural roots of conventional griculture and determine the environmental and social consequences of conventional practices. While not tended to be an agronomy course, we will discuss the agroecology of sustainable food production, includ- g principles of soil management, pest control, and crop rotations. We will also study agriculture in its ociocultural context in order to assess what kind of social and cultural changes would be required in order create a truly sustainable food production system. An important component of the course is field trips to nventional and alternative farms. Prerequisite: ENVS 100 or SA 100 or consent. (Not offered 2002-2003) **oland. 4**

nimal Behavior (ENVS-340)
urse normally listed as BIOL 340. **Schultz. 4**

dvanced Geographic Information Systems Analysis (ENVS-351)
sing Arc/Info and Arc View 3.0 software, students will explore advanced applications of GIS in environmen- assessments, natural and physical science applications, and spatial problem solving. Topics will include rface analyses, terrain modeling, network analysis, and 3-D simulations. The course will focus on case idy analysis/ discussions, applied problem solving assignments, and two independent projects. Prerequi- e: ENVS 230 or consent. (Offered Spring 2003) **Staff. 4**

ology of Insects (ENVS-355)
urse normally listed as BIOL 327. **Schultz. 4**

rected Study (ENVS-361)
aff. 1-4

rected Study (ENVS-362)
aff. 1-4

dependent Study (ENVS-363)
aff. 1-4

dependent Study (ENVS-364)
aff. 1-4

nservation Biology (ENVS-370)
urse normally listed as BIOL 370. **Schultz. 4**

vironment Capstone Seminar (ENVS-400)
: capstone course is for students who have majored in ENVS (ENVS minors may enroll with the consent he instructor). The primary objective is to integrate and culminate the study of environmental issues at ison and to develop skills in promoting environmental change. Students work in an intensive format with al "client" and real deadlines to research a problem, assess options, recommend solutions, and evaluate comes. Examples of projects include energy and water conservation, recommend solutions, and evalu- outcomes. Examples of projects include energy and water conservation, local land use planning, wetlands nagement, reuse/recycling programs, agricultural preservation, and environmental impact assessment. Pre- uisite: ENVS major, minor, or consent of the instructor. **Staff. 4**

ironmental Research Design (ENVS-419)
s course provides a consideration of research design and methodology for juniors majoring in Environ- tal Studies who plan to undertake a senior research project. In this course we consider elements of the

research process spanning disciplinary perspectives that include natural science, social science and humanities approaches. Topics include: qualitative vs. quantitative research; exploratory, descriptive and experimental research hypothesis generation and testing; using the literature; defining research questions; and establishing a methodology. By the end of the course, students are expected to produce a proposal for their senior research projects. Note: Required for juniors planning to do Senior Research. **Staff. 2**

Senior Research Seminar (ENVS-420)
In this course we consider various aspects of the research process, including finding a topic, specifying a significant question, critically evaluating literature, creating conceptual models, generating hypotheses, identifying validity threats, collecting and analyzing data, and presenting your work. The aim of the course is to aid students in all aspects of the research process, as well as to develop the skills necessary for an interdisciplinary undertaking such as environmental studies. Emphasis is placed not solely on individual research progress, but on sharing the research endeavor among peers and providing collegial critique and support. This course is required for all ENVS majors undertaking a senior research project. Enroll concurrently with ENVS 451. **Staff. 2**

Senior Research (ENVS-451)
Staff. 4

Senior Research (ENVS-452)
Staff. 4

Honors Project (ENVS-461)
Staff. 4

Honors Project (ENVS-462)
Staff. 4

First-Year Program

Faculty

Laurel Kennedy, Dean

Departmental Guidelines and Goals

First-year seminars introduce entering students to the rigors and rewards of college courses in the liberal ar Limited to a maximum of 18 students, each seminar offers students the opportunity to expore a particul issue, interest or problem in depth and to develop or refine critical academic skills and the habits of mi necessary for success in college. These smaller classes allow for substantial dialogue between teacher a students, student-to-student interaction, and experimentation with teaching/learning methods.

First-year seminars are designed to achieve a number of goals: a) providing courses exclusively for fir year students in an environment that encourages active participation in the learning process; b) enhanci student writing skills by making writing a significant element in every seminar; c) strengthening abilities students to read and think critically, to express themselves cogently, and to use library resources effective d) generating intellectual excitement through sustained engagement with a chosen topic.

Each student is required to take two seminars during the first year. These courses may be taken in any order simultaneously. One must be First-Year Seminar 101 which has the teaching of writing as its primary foc While faculty organize these courses around particular themes, they require numerous writing assignme and revisions along with instruction in the process of writing. The second requirement is met by First-Y Seminar 102, one of the topical seminars in which frequent writing assignments are evaluated for style

ell as content. Most of the FYS 102 seminars fulfill a General Education requirement. An Honors course ay be substituted for FYS 102.

ourse Offerings

ords and Ideas (FYS-101)
ch seminar addresses an engaging subject and has, as a primary goal, developing the reading and writing ilities of entering students. Attention is given to the coherent process of careful reading, critical reasoning, d effective writing. FYS 101 fulfills the writing requirement. Some recent FYS 101 seminars have had e following topical emphases: Defining the World, Defining Ourselves; Alien Perspectives in Literature & ılture; Coming of Age in America; Crossing Cultures through Literature; Popular Words and Cultural Ideas; e Power of Print; Writing and Contemporary Culture; Writing in Context(s); Toni Morrison's Novels; ading in Context; Thinking, Writing, Acting (a Curricular Service-Learning Course); Women Writers & m. **Staff. 4**

rst Year Topical Seminar (FYS-102)
pical seminars offered on a variety of subjects by faculty from all divisions of the college. Examples of ent seminars are: The Sacred and the Secular; Religion and Society; Philosophical Investigations: Ethics d the Dilemmas of Personhood; Borders of the Human; Black Women's Lives; The Origins of the Western ıdition: Medieval Culture and Society; The Origins of Chinese Civilization; South Africa: A Long Walk Freedom; In the Company of Educated Women; Financing Public Education; Playing Satan: Dramatizing il; Imagery & Imagination; Evolution: Biologic, Geologic, Cosmologic. **Staff. 4**

rench

culty

ofessor Gary Baker, Chair

ofessors Judy Cochran, Charles O'Keefe; Associate Professor Christine Armstrong; Assistant Professor queline Baishanski (part-time); Instructor Nevine Demian

partmental Guidelines and Goals

ıcated people spend their lives trying to grow in political, social and intellectual freedom. One kind of llectual freedom requires us to break away from the notion that our native language is the most natural apt means of expressing the full range of human experience. An education can start with the discovery that words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and blish relationships with others. Learning a foreign language contributes to our education by providing an mate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. thermore, foreign-language courses allow entry into the subjectivity of the target language on its own ural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual tery of a foreign language. When students take full advantage of that opportunity, they can use the target ruage in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a ign language in most of its courses because it believes that students can best appreciate a foreign culture n within its own mode of expression.

n a view toward career opportunities, the Department encourages integrating foreign language study with riety of other academic areas, such as history, philosophy, international studies, environmental studies, ogy, economics, political science, and English. Courses in area studies and literature, aside from their

intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms o intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs) Opportunities to improve the student s command of the language are provided on the campus by the languag tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Certification by the Department of Education of the State of Ohio requires a minimum of 45 semester-hour of credit in one language, including courses at the beginning and intermediate levels.

French Major

Students majoring in French must take a minimum of nine courses beyond FR 211. The first six course required for the major are FR 213 (Conversation), FR 214 (Area Studies), FR 215 (French Readings) FR 305 (Creative Reading and Writing in French), FR 311 and FR 312 (Surveys of French Literature), an FR 418 (The Senior Seminar, to be taken during the senior year). The three other required courses will literature, culture, or language courses (at the upper-level), preferably taken in France.

French Minor

Students minoring in French must take six courses beyond FR 211: FR 213, FR 214, FR 215 or FR 305, a three advanced courses in literature, culture, or language, at least one of which must be either FR 311 or F 312.

Additional Points of Interest

Multimedia Language Learning Center
An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, t MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar dri to research as well as discussions on authentic materials published on the web. All beginning courses (fi and second semesters), meet in the MLLC once a week. The area is designed not only for individualiz instruction but also for group work and small seminars that use multimedia materials for class discussion.

General Departmental Regulations
Students planning to major in the Department or to receive a teaching certificate are advised to begin cou work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one beg in secondary school will find it advantageous to begin their course work in the first year. The langua requirement should be completed by the end of the junior year.

Course Offerings

Beginning French I (FREN-111)
A comprehensive introductory course in French through the four basic skills: aural comprehension, speaki reading and writing. Does not count as credit toward a major or minor. **Staff. 4**

Beginning French II (FREN-112)
A comprehensive introductory course in French through the four basic skills: aural comprehension, speaki reading and writing. Does not count as credit toward a major or minor. **Staff. 4**

Introductory Topics in French (FREN-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

ccelerated Elementary French (FREN-209)
n accelerated section of introductory French designed for highly motivated students. This course emphasizes
ral comprehension, speaking, reading and writing, while it allows completion of the 111-112-211 sequence
two semesters. (Not offered 2002-2003) **Staff. 6**

ccelerated Elementary French (FREN-210)
n accelerated section of introductory French designed for highly motivated students. This course emphasizes
ral comprehension, speaking, reading and writing, while it allows completion of the 111-112-211 sequence
two semesters. (Not offered 2002-2003) **Staff. 6**

termediate French (FREN-211)
review of the structure of French. Emphasis placed on developing skills in speaking, writing and reading.
erequisite: 112 or placement. Does not count as credit toward a major or minor. **Staff. 4**

nversation and Phonetics (FREN-213)
aining and refining of skills in pronunciation and oral communication. Prerequisite: 211 or placement.
aff. 4

ea Study - France (FREN-214)
e course deals with the question: "What makes the French French?" by examining several aspects of French
ture, such as child rearing and the process of socialization, the structure of the family and society and sym-
ic behavior. The approach compares American and French cultures. Conducted in French. Prerequisite:
3 or equivalent. **Staff. 4**

nch Readings (FREN-215)
dents will read extensively from French literary works and works of general culture. Conducted in French.
requisite: 213. May be taken concurrently with 213 or equivalent. **Staff. 4**

pics in Intermediate French (FREN-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

eative Reading and Writing in French (FREN-305)
proaches to comprehension and appreciation of literary writing through analysis of semantics, syntax and
mmar. Recommended as preparation for advanced work in French. Conducted in French. Prerequisite:
, 215, or equivalent. **Staff. 4**

vey of French Literature I: From the Middle Ages Through the 18th Century (FREN-311)
oduction to major literary movements and figures with readings from representative authors. Conducted
rench. Prerequisite: 215 or 305 or equivalent. **Staff. 4**

vey of French Literature II: 19th and 20th Centuries (FREN-312)
oduction to major literary movements and figures with readings from representative authors. Conducted
rench. Prerequisites: 215 or 305 or equivalent. **Staff. 4**

ts in French: Themes (FREN-330)
s course proposes the study of French texts (taken in its broad definition, including the written text, film,
ic..) through a theme, such as the Romantic Hero, the Epic Hero, Emergence of Aesthetics, the Portrayal
Vomen, Dada and the Surrealists, Gide... Conducted in French. Prerequisite: 311 or 312. **Staff. 4**

ts in French: Genres (FREN-331)
his course, students will discuss and analyze French texts (taken in the broad definition, including the
ten text, film, music...) through the commonthread of genre such as Novels, Theatre, Film, Short Stories,
ry and Opera. Conducted in French. Prerequisite: 311 or 312. **Staff. 4**

Directed Study (FREN-361)
Staff. 1-4

Directed Study (FREN-362)
Staff. 1-4

Independent Study (FREN-363)
Staff. 1-4

Independent Study (FREN-364)
Staff. 1-4

Advanced Topics in French (FREN-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Seminar in French (FREN-418)
Advanced study of special topics in language, literature or culture. Conducted in French. Prerequisite: on advanced course beyond 311-312. **Staff. 4**

Senior Research (FREN-451)
Staff. 4

Senior Research (FREN-452)
Staff. 4

Honors Project (FREN-461)
Staff. 4

Honors Project (FREN-462)
Staff. 4

Geography

Faculty

Professor Kennard B. Bork, Chair

Professor Kennard B. Bork; Associate Professors Tod A. Frolking, David C. Greene; Assistant Profess David P. Hawkins

Departmental Guidelines and Goals

Geography is a non-major field at Denison. A student wishing to pursue geography and related environme tal/planning fields may follow the B.A. in Geology with a geography emphasis and a minor in a field such Economics, Environmental Studies, History or Sociology/Anthropology; or develop an individually desig major in consultation with the Geography faculty.

Course Offerings

Introductory Topics in Geography (GEOG-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

roduction to Environmental Mapping (GEOG-230)
proximately 80% of all data used by businesses and the U.S. government has a geographic component. is course is intended to introduce students to spatial analysis and environmental problem solving skills and ls using maps, aerial photography, global positioning systems (GPS) and geographic information systems IS). Case studies will illustrate environmental applications and explore the ways in which these media have n used and misused. Students will learn how to read and interpret maps and aerial photography, calculate ales and errors, create thematic maps through attribute query, use basic GIS functions (such as buffers, ons, and splits), and conduct primary GIS analyses, such as site assessments and neighborhood analyses. is course will use ArcView for the GIS component and students should be comfortable using computers. **aff. 4**

rld Regional Geography (GEOG-250)
survey of world regions with emphasis on distributions of natural resources, patterns of agricultural and lustrial development, and the growing interdependence of the world economy. A major focus of the course l be on the contrasts in resource availability and allocation between the developed and less-developed ions. **Frolking. 4**

ography of North America (GEOG-252)
egional geographic study of North America, focusing on climate, landforms, and natural resources as they ate to patterns of human settlement, land use, transportation and economic activity. (Not offered 2002-)3) **Frolking. 4**

ather and Climate (GEOG-260)
introduction to atmospheric dynamics on local to global scales. Topics include weather observation and diction, atmospheric measurements, global energy budgets, mid- latitude weather phenomena, global cli- te patterns, and the controls and effects of climate change. (Not offered in 2002-2003) **Frolking. 4**

ermediate Topics in Geography (GEOG-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

omorphology (GEOG-300)
e systematic study of earth surface processes and landform development in tropical, temperate, arid and ar environments. Both classic models of landscape evolution and recent process studies will be analyzed. ticular emphasis will be given to the glacial and temperate environments of the north-central United States ing the late Quatenary. Prerequisites: 110 or 111 and 200 or consent. **Frolking. 4**

vanced GIS Analysis (GEOG-351)
ng Arc/Info and ArcView 3.0 software, students will explore advanced applications of GIS in environmen- assessments, natural and physical science applications, and spatial problem solving. Topics will include face analyses, terrain modeling, network analysis, and 3-D simulations. The course will focus on case dy analysis/discussions, applied problem solving assignments, and two independent projects. Prerequisite: OG 230 or consent. (Offered Spring 2003) **Staff. 4**

ected Study (GEOG-361)
adings in Geography selected to enhance student's geographic comprehension. **Staff. 1-4**

ected Study (GEOG-362)
adings in Geography selected to enhance student's geographic comprehension. **Staff. 1-4**

lependent Study (GEOG-363)
ff. 1-4

lependent Study (GEOG-364)
ff. 1-4

Advanced Topics in Geography (GEOG-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Selected Topic in Geography (GEOG-402)
An advanced seminar or problem-oriented course which involves a semester-long investigation of a globa perspective in such issues as ocean resources and territorial rights, population growth, and food needs. Pre requisite: one of the existing 200 level courses or permission of instructor. **Staff. 3**

Senior Research (GEOG-451)
Staff. 4

Senior Research (GEOG-452)
Staff. 4

Honors Project (GEOG-461)
Staff. 4

Honors Project (GEOG-462)
Staff. 4

Geology

Faculty

Professor Kennard B. Bork, Chair

Professor Kennard B. Bork; Associate Professors Tod A. Frolking, David C. Greene; Assistant Profess David P. Hawkins

Departmental Guidelines and Goals

The Geology and Geography curriculum is designed to present introductory-level courses for students havi a general interest in the geosciences, while also offering a sufficient range of advanced courses to allow student to develop a strong major in Geology. A number of Geology courses reflect an increased concern wi the earth's environment. The Geography curriculum responds to the urgent need for greater public awarene of geographic issues of consequence to society at large.

Geology graduates often continue their training in graduate school or enter the work force directly. Tho interested in secondary-school teaching may pursue teacher certification in earth science. Although we not offer a major in Geography, the curriculum is rich enough to allow geology majors to enter gradua schools of geography or regional and urban planning. Environmental law is another career option exercis by Denison geology majors.

Research opportunities include working with faculty in the field or laboratory, and involvement with the O Ridge Science Semester, discussed elsewhere in this catalog. The C.L. Herrick Geological Society is an activ student-run organization which coordinates guest lectures and social events throughout the academic ye Also student-initiated and operated is The Denison Journal of Geoscience, an annual publication featuri articles on a wide range of geologic and geographic topics.

Geology Major

A student majoring in Geology is provided two routes to the bachelor s degree: a Bachelor of Science anticipation of going on for graduate study in Geology, or a Bachelor of Arts for those who seek a l

cialized course of study. Earning a B.A. degree does not preclude a professional career in Geology, though mission to some graduate programs may require completion of additional science and mathematics courses.

student may graduate with a B.S. degree by taking an introductory course (Geology 110 or 111, or First ar Studies 102 taught by Geology faculty); the four core courses (Geology 210, 211, 212, 311); four ad- onal courses, including at least one geography course and one advanced course (300 level); and a geology d course (Geology 400). In addition, five courses from Chemistry 121-122, Mathematical Sciences 123- , and Physics 121-122 are required. Students seeking a B.A. degree must take an introductory course, the r core courses and three additional courses, including at least one geography course. A minimum of four rses from Biology, Chemistry, Mathematical Sciences and Physics/Astronomy is required.

ology Minor

minor in Geology, a student should take Geology 110 or 111, or First-Year Studies 102 taught by Geology ulty, Geology 210, and four additional courses in Geology or Geography.

ajor in Geology (Geophysics Concentration)

minimum requirements for this program are Geology 111, 210, 211, 212, 311, Physics 121, 122, 123, 211, , 306, 312g, and Mathematical Sciences 123, 124, and 351. In addition, an independent comprehensive ject (experimental or theoretical) is required during the senior year. Students with an interest in geophysics uld consult, not later than their sophomore year, with the Geology and Physics chairpersons.

ditional Points of Interest

jor in Geology (Environmental Studies Minor)
ironmental Studies Minor (see page 101).

ty glasses will be required for some field work and laboratory work.

urse Offerings

damentals of Earth Environment (GEOL-110)
study of earth surface processes and the diverse environments around the world. Topics covered include ther phenomena, the distribution of the world's climates, global patterns of vegetation and soils, and the ly of landforms. Laboratory exercises include local field trips, the analysis of weather and climate data, as l as the interpretation of topographic maps and aerial photographs. (Not offered in 2002-2003) **Frolking. 4**

sical Geology (GEOL-111)
course is designed as the introductory course in geology for non-science and science majors alike. The position and structure of the earth, evolution of surface features, geologic processes, the scope of geologic , and aspects of the history of science are the topics emphasized. The laboratory is supplemental and s with mineral and rock identification and study of topographic and geologic maps. Field investigations mphasized as much as possible. **Staff. 4**

oductory Topics in Geology (GEOL-199)
neral category used only in the evaluation of transfer credit. **Staff. 1-4**

ironmental Geology (GEOL-200)
oad survey of the geologic aspects of environmental issues, emphasizing human interactions with the ral geologic environment. Topics include the study of geologic hazards, such as volcanic eruptions, land- s and flooding; environmental contamination and remediation, emphasizing issues of water supply and r quality; and global change, especially global climate change. Prerequisite: 110 or 111. **Staff. 4**

Historical Geology (GEOL-210)
A study of geologic history, concentrating on North America, as synthesized from sequences of rock strat and from fossils. Emphasis is placed on the history of stratigraphy and evolution, methods of interpreting pa environments, the interaction of the geologic and biologic realms through time, and investigations of variou periods in the history of the Earth. Prerequisite: 110 or 111. **Bork. 4**

Introduction to Earth Materials (GEOL-211)
An analysis of the geological, chemical and physical basis for understanding and predicting the chemica physical, and mechanical properties of minerals and rocks and the processes by which minerals and roc form. Emphasis is placed on how mineral and rock properties influence a broad range of geologic processe in all apsects of the earth sciences. **Hawkins. 4**

Petrology (GEOL-212)
A systems-oriented examination of the processes that produce igneous and metamorphic rocks and how t thermal and physical architecture of the earth controls those processes. The course emphasizes the reasonin and approaches used to understand rock-forming processes, including field geology, petrography, theoret cal modeling, geochemical modeling and experimental petrology. The course culminates with an integrati analysis of the petrologic processes that operate at convergent plate boundaries. **Hawkins. 4**

Field Methods in the Earth and Environmental Sciences (GEOL-220)
This course will give students the opportunity to learn modern methods for investigating field-based ge logical and environmental problems. Emphasis will be placed on data collection, analysis, interpretation a presentation using microcomputers. Topics covered will include surveying, ground and surface water mon toring, seismic reflection analysis and geologic mapping. The class will work together on one or two grou projects that will require the development and implementation of a research plan. Prerequisites: 110 or 11 (Not offered in 2002-2003) **Staff. 4**

Geology of Natural Resources (GEOL-275)
A broad survey of the occurrence, global distribution, and abundance of energy resources as well as metal and non- metallic mineral resources. Emphasis will be on the geological origin and evolution of the resourc as well as the environmental impact of the methods of exploration, exploitation and processing of the resources for the benefit of society. Prerequisites: 110 or 111 or consent of instructor. (Not offered in 200 2003) **Staff. 4**

Global Tectonics (GEOL-280)
A study of geologic and tectonic processes at the global scale. Major topics include plate tectonic the and development, topography and geology of the sea floor, plate geometries and processes at plate margi volcanic arcs, collisional orogenies and mountain building, and the influence of tectonic processes on ea history. Prerequisite: 210 or consent of instructor. (Not offered in 2002-2003) **Greene. 4**

Intermediate Topics in Geology (GEOL-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Hydrogeology (GEOL-305)
A systematic study of groundwater flow, groundwater resources and groundwater pollution. Emphasis v be placed on geologic materials and the dynamics of water movement, well hydraulics, regional groundwa systems, the basics of groundwater chemistry, and groundwater contamination. Prerequisites: 110 or 111 a Chem 110 or 121. **Frolking. 4**

Structural Geology (GEOL-311)
Study of the deformation of the Earth's crust, including the development and geometry of structural featu such as folds and faults, regional tectonics and deformation history. Lab involves structural problems, geolo mapping, field study of the Appalachian fold and thrust belt, and interpretation of geologic maps. Prerequis 210 or consent of instructor. **Staff. 4**

imentology and Stratigraphy (GEOL-314)
ly of the processes of sedimentation and the resultant sedimentary rock record. Environments of depo-n, facies, stratigraphic nomenclature, strata in the subsurface, and principles of correlation are among cs treated. Field work is a major facet of the laboratory. Prerequisite: 210. **Bork. 4**

ontology (GEOL-315)
introduction to fossil invertebrates with emphasis on theory of classification, form and function signifi-e, paleoecological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and istory of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequi-210. (Not offered in 2002-2003) **Bork. 4**

cted Study (GEOL-361)
vidual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum logy is included. **Staff. 1-4**

cted Study (GEOL-362)
vidual reading and laboratory work in a student's field of interest with Geology. Work in Petroleum logy is included. **Staff. 1-4**

pendent Study (GEOL-363)
f. 1-4

pendent Study (GEOL-364)
f. 1-4

anced Topics in Geology (GEOL-399)
neral category used only in the evaluation of transfer credit. **Staff. 1-4**

d Course (GEOL-400)
.S. major in Geology must register for a summer field course offered by any one of a number of approved ersities. Upon the successful completion of the course, he or she receives credit transferable to his or her rd at Denison. **Staff. 4-8**

cted Topics in Geology (GEOL-401)
dvanced seminar or problem-oriented course which involves a semester-long investigation of such topics dvanced physical geology, geochemistry, or the history of geology. **Staff. 2-3**

or Research (GEOL-451)
f. 4

or Research (GEOL-452)
f. 2-4

ors Project (GEOL-461)
f. 4

ors Project (GEOL-462)
f. 4

German

Faculty

Professor Gary Baker, Chair

Professor Gary Baker, Assistant Professor Gabriele Dillmann; Adjunct Associate Professor John D. Kess

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kin intellectual freedom requires us to break away from the notion that our native language is the most nat and apt means of expressing the full range of human experience. An education can start with the discovery all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, establish relationships with others. Learning a foreign language contributes to our education by providin intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be hum Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its cultural and linguistic grounds, thus making possible a different and more profound redefinition of cultur

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the even mastery of a foreign language. When students take full advantage of that opportunity, they can use the ta language in subsequent courses dealing with the foreign culture. The Department emphasizes the use foreign language in most of its courses because it believes that students can best appreciate a foreign cul from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study v a variety of other academic areas, such as history, philosophy, international studies, environmental stu biology, economics, political science, and English. Courses in area studies and literature, aside from t intrinsic worth, also present multiple opportunities for experiences with other cultures and various realm intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison sh consult members of the Department and the Office of Off-Campus Studies (see "Off Campus Program Opportunities to improve the student's command of the language are provided on the campus by the langu tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Certification by the Department of Education of the State of Ohio requires a minimum of 45 semester-h of credit in one language, including courses at the beginning and intermediate levels.

German Major

Students majoring in German must take a minimum of nine courses beyond German 211. Major elect would include German 250 and any combination of 300- or 400-level classes. Five of the nine courses obligatory:

213-Intermediate Conversation and Composition (or equivalent)
214-Advanced Grammar, Composition and Conversation
304 or 305-German Culture and Civilization
311-Introduction to German Literature
Senior Project

Two of the four remaining required courses must be in literature, taken from Denison s course offering equivalent courses offered by an approved program abroad. The other two courses can be advanced langu or civilization courses. Seniors complete one major project in the context of a 300-level course taken in senior year.

rman Minor

udent minoring in German must take at least three advanced language courses above the 211 level, one ature course, and one course in area studies. Recommended courses:

man 213-Intermediate Conversation
man 214-Advanced Grammar, Composition and Conversation
man 250-Readings in German Literature and Culture
man 304 or 305-German Culture and Civilization
man 311-Introduction to German Literature or one other literature course

ditional Points of Interest

ltimedia Language Learning Center

important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, the LC provides support for learning activities, outside and inside the classroom, ranging from grammar drills esearch as well as discussions on authentic materials published on the web. All beginning courses (first second semesters), meet in the MLLC once a week. The area is designed not only for individualized uction but also for group work and small seminars that use multimedia materials for class discussion.

neral Departmental Regulations

lents planning to major in the Department or to receive a teaching certificate are advised to begin course k in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun econdary school will find it advantageous to begin their course work in the first year. The language irement should be completed by the end of the junior year.

urse Offerings

inning German I (GERM-111)

mprehensive introductory course in German develops the four basic skills: aural comprehension, speak- reading and writing. Does not count as credit toward a major. **Baker, Dillmann. 4**

inning German II (GERM-112)

mprehensive introductory course in German develops the four basic skills: aural comprehension, speak- reading and writing. Does not count as credit toward a major. **Baker, Dillmann. 4**

oductory Topics in German (GERM-199)

eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

rmediate German (GERM-211)

course is designed to improve comprehension of spoken and written German and to advanced conversa- al skills. Grammar will also be reviewed. Prerequisite: 112 or placement. **Baker, Dillmann. 4**

rmediate Conversation and Composition (GERM-213)

nsive practice in conversational skills on the intermediate level. Work in the Multimedia Center and com- tion will constitute a part of the course. Prerequisite: 211 or placement. **Baker, Dillmann. 4**

iew: Grammar, Composition and Conversation (GERM-214)

nsive review of grammar and writing skills which aims to increase oral and written accuracy. Conducted erman. Prerequisite: 211 or consent. **Baker, Dillmann. 4**

dings in German Literature and Culture (GERM-250)

course guides and instructs students to analyze, understand and evaluate a variety of texts. They will several selections of short prose, poetry and one or two plays. Although the emphasis is on reading and

writing, there is ample opportunity to improve conversational skills. Conducted in German. Prerequisite: 2
or 213 or consent. **Baker, Dillmann. 4**

Intermediate Topics in German (GERM-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Special Topics Seminar (GERM-302)
A seminar with an emphasis on culture and literature focusing on a specific theme or topic. Prerequisite: 2
or 214 or 250. **Baker, Dillmann. 4**

German Culture and Civilization: 19th Century to 1933 (GERM-304)
German culture in its historic context of the 19th century to 1933. Study of the development of Gern
culture and civilization as represented in literature, art, architecture, philosophy, music and film. Conduc
in English with a German language component for German minors and majors. Prerequisite: two semes
of intermediate level German or consent. **Dillmann. 4**

German Culture and Civilization: 1933 to Present (GERM-305)
German history and culture from 1933 to present. Study of the development of German culture and civilizat
as represented in literature, art, architecture, philosophy, music and film. Special emphasis on Germany
Austria as multicultural societies. Conducted in English with a German language component for Gern
minors and majors. Prerequisite: two semesters of intermediate level German or consent. **Dillmann. 4**

Introduction to German Literature (GERM-311)
The goal of the course is to train the students in the techniques of reading, interpreting and evaluating
erature. An equal amount of time (approximately four weeks) is devoted to short prose fiction, drama
poetry. Short compositions in German throughout the semester constitute an essential element of the cou
Conducted in German. Prerequisite: 213 or 214 or 250 or consent. **Baker, Dillmann. 4**

German Literature and Film (GERM-312)
A close study of works by Mann, Kafka, Hesse, Boll, Grass and others. Films by directors such as L
Fassbinder, Herzog, von Trotta, Wenders and others are also the topic of this course. Prerequisite: 31
consent. **Baker, Dillmann. 4**

German for Commerce (GERM-315)
Advanced language course with emphasis on commercial practices, business culture and economic si
tion of German-speaking countries. Focus on interpersonal communication, employment opportunities u
the German language, and training in the correspondence and vocabulary of commerce. Prerequisite:
semesters of intermediate level German or consent. **Baker. 4**

German Classics (GERM-317)
An examination of literary masterpieces which deal with fundamental aspects of human experience: indi
ual growth and self-realization, self and others, existence in time. Selected works by the following aut
will be analyzed in detail: Goethe, Buchner, Schnitzler, Fontane, Rilke, Kafka and others. Prerequisite:
or consent. **Baker, Dillmann. 4**

The Romantic Period in German (GERM-321)
A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffman, Heine. Prerequisite: 311 or cons
Baker, Dillmann. 4

19th Century Prose and Drama (GERM-322)
Buchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann and others. Prerequisite: 311 or consent.
mann, Baker. 4**

Directed Study (GERM-361)
Staff. 1-4

rected Study (GERM-362)
aff. 1-4

dependent Study (GERM-363)
aff. 1-4

dependent Study (GERM-364)
aff. 1-4

lvanced Topics in German (GERM-399)
general category used only in the evaluation of transfer credit. **Staff. 1-4**

nior Project (GERM-441)
ıe credit that senior German majors register for in conjunction with a regularly scheduled 300-level class.
ıker, Dillmann. 1

nior Research (GERM-451)
aff. 4

nior Research (GERM-452)
aff. 4

ıors Project (GERM-461)
aff. 4

ıors Project (GERM-462)
aff. 4

reek

ıculty

Classical Studies faculty

epartmental Guidelines and Goals

definition, a liberal arts education stresses the importance of coming to terms with those elements central he development of a free human spirit. Classical Studies affords the opportunity for students to undertake ughtful study and reflection about issues central to this quest.

its broadest sense, Classics is the study of the ancient languages, literatures, and cultures of the area sur-nding the Mediterranean basin from approximately 2000 B.C. to 500 A.D. It embraces three civilizations Minoan-Mycenaean, the Greek and the Roman; two languages Greek and Latin; and a geographical area luding Europe, North Africa, and the Middle East.

ts very essence, study in the Classics is primarily cross-disciplinary and humanistic. It concentrates on the ects of human achievement which have served as the foundations of western civilization. These inquiries ourage breadth rather than specialization insofar as a student reading Classics should acquire familiarity h classical antiquity through the study of history, literature, philosophy, religion, art, and architecture. roughout these studies, an attitude about and an appreciation for criticism and interpretation are fostered.

e study of Classics provides the opportunity for the student to realize various objectives: the acquisition of ompetence in the classical languages; the development of an appreciation, a comprehension, and an enjoy-nt of classical literatures; and an understanding of the history and culture of the ancient world. Classics ists in making available the great literature of the world and places emphasis on aspects of the Greek and

Roman genius, the forms of literature created and perpetuated, and the permanent contribution to the study o human nature and well-being so necessary for a liberally educated person.

Additional Points of Interest

No major or minor is offered in Greek but courses are taught that complement the Classical Civilization an Latin majors.

Course Offerings

Elementary Greek (GRK-111)
An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and tran lation are based primarily upon quotations from Greek literature and the New Testament. No prerequisite (Fall) **Hofmeister. 4**

Intermediate Greek (GRK-112)
Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translati skills by reading extended passages of Greek. Prerequisite: GRK 111. (Spring) **Hofmeister. 4**

Introductory Topics in Greek (GRK-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Greek Prose & Poetry (GRK-211)
Readings from ancient Greek. Selections range from Homer to the New Testament. Prerequisite: GRK 112 consent of instructor. (Fall) **Hofmeister. 4**

Directed Study (GRK-361)
Prerequisite: GRK 211 or consent of instructor. **Staff. 1-4**

Directed Study (GRK-362)
Prerequisite: GRK 211 or consent of instructor. **Staff. 1-4**

Independent Study (GRK-363)
Prerequisite: GRK 211 or consent of instructor. **Staff. 1-4**

Independent Study (GRK-364)
Prerequisite: GRK 211 or consent of instructor. **Staff. 1-4**

istory

aculty

ofessor Mitchell Snay, Chair

ofessors Michael D. Gordon, Barry C. Keenan, Dale T. Knobel, Margaret Meriwether, Donald G. Schilling, itchell Snay; Associate Professor Amy Green; Assistant Professors Adam J. Davis, Catherine Dollard, rman D. Graham, Pamela Scully

epartmental Guidelines and Goals

promoting a close working relationship between students and faculty in both survey and specialized urses, the Department of History seeks to develop in its students an appreciation for the complexity of past, an ability to use the tools and methods of the historian, a recognition of the importance of historical owledge for understanding the present. The department strives to foster the fundamental skills and abilities l to cultivate the attitudes of mind which prepare students for life after Denison.

istory Major

e department requires 36 hours (or nine courses) of work in history, including a minimum of two advanced urses. The department believes it necessary for a major to achieve some competence in the following ur areas of history: American; Medieval or Early Modern European; Modern European; and Non-Western tory. Working together, the student and his or her adviser should determine the best way to approach each a. Students may demonstrate competence in an area in one or more of the following ways: Advanced cement, superior High School training, proficiency examination, or by taking one or more courses in an a.

on declaring his/her major, the student is required to enroll in an entry-level proseminar (History 290). hough each seminar will focus on a special field, theme, or topic, all students will be exposed to different proaches to history and to the nature of historical interpretation. As a senior, the student is required to take ier a seminar (History 430) or complete two semesters of either senior research or senior honors. This uirement assures each major the opportunity to engage in his/her own historical research and writing and hare that experience with others.

working knowledge of a foreign language is desirable for all majors; those planning on graduate school uld start a second language if possible. (Graduate schools usually require a reading knowledge of French German or one of those plus another language such as Spanish or Russian, depending on the research ds of the candidate.)

story Minor

department requires a minimum of 24 hours (or six courses) of work in history for a minor. Students st demonstrate competence in the four areas discussed above and must enroll in the entry-level proseminar story 290).

ajor with a concentration option

dents may select the option of focusing upon a particular period, region, national tradition or a thematic oach to their study of the past. Those who choose to concentrate will be subject to the same general uirements as other majors. They must have four areas of competency, History 290 (Doing History), either nior seminar or senior research and at least two courses at the 300 (or above) level. They may take e than one History 290 if topics are appropriate to their concentrations. And they will be allowed to use cognate course in another department to count as one history course in completing their major design.

For example, someone concentrating in American history could utilize an American literature course or political science course dealing with the American political process as part of the history major. While sta will certainly be willing to assist them, students who decide to concentrate will be responsible for drawing u their own plans of study, plans which the department must approve.

Course Offerings

Introductory Topics in History (HIST-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Caesar to Charlemagne (HIST-203)
An examination of the decline and fall of the Roman Empire and of the early Middle Ages. Topics inclu political and social changes in late Antiquity, the spread of Christianity, the barbarian invasions, and t Frankish kingdoms (200 A.D.- 900 A.D.). **Staff. 4**

The Origins of Europe: Medieval Society (HIST-204)
European history from the ninth century through the fifteenth. Emphasis will be on the origin and developm of the political, socioeconomic and cultural elements which characterize subsequent European history. **Gordon. 4**

France from Renaissance to Revolution (HIST-205)
A survey of major developments in French history from the 16th through the 18th centuries. Among top covered are the Renaissance and Reformation, the rise of absolute monarchy and the growth of the mod state, the 18th century Enlightenment and the French Revolution of 1789. **Staff. 4**

Modern Europe (HIST-211)
A survey course in the history of Europe from the French Revolution to the present which examines th major forces which shaped the modern world. Topics include the industrial revolution, war, revolution counter- revolution, nationalism and the movement for European unity, and the struggle between freedom order. **Staff. 4**

American Civilization to 1865 (HIST-221)
A survey of the American past from the Revolution through the Civil War. **Snay. 4**

American Civilization Since 1865 (HIST-222)
A survey of U.S. history from Reconstruction after the Civil War to the present day. **Staff. 4**

African-American History (HIST-225)
A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the ag protest and change. (Should ordinarily be taken in the first year if used to fulfill G.E. requirement). **Grah 4**

Traditional East Asian Civilization (HIST-232)
The civilization of China and Japan from classical times to the 19th century. Topics treated: the unique sta power of the 2000-year tradition of the Chinese dynastic state; the distinctive religious and scientific tr tions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai id centralized feudalism and lasting Japanese cultural monuments. **Keenan. 4**

Modern East Asia (HIST-233)
Beginning from an insider's view of how both prince and peasant saw the world around them before encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Ha and the significance of the Korean War in East Asia. **Keenan. 4**

-Colonial African History (HIST-234)
inning with a focus on the great West African empires, the course then studies the trans-Atlantic slave e, the Swahili coast and ends with the history of African societies and settler colonialism in Southern ica. **Scully. 4**

Introduction to Modern Africa (HIST-235)
Africa, the 1990s witnessed the ending of Apartheid and the election of Nelson Mandela as the first presi- t in a democratically elected South Africa. In this course we will examine myths about Africa, the history olonialism on the continent in the 19th and 20th centuries, the struggles for independence from the 1930s ugh the post World War II era, as well as contemporary debates about the challenges facing the continent. will use some novels, memoirs and videos, as well as scholarly articles in order to try to grapple with history of colonialism and the postcolonial era in Sub Saharan Africa. We will not be able to cover all of lern African history, but we should emerge with an appreciation of the complicated histories of different ican societies and the degree to which they shape the contemporary moment. **Scully. 4**

mic Civilization Before 1800 (HIST-237)
urvey of the history of the Islamic Middle East from the rise of Islam to the 1800. Beginning with the lation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will nine the formation and development of Islamic Civilization through a study of religion, political theory practice, social structure, art, literature and the sciences. **Meriwether. 4**

Modern Middle East (HIST-238)
s course examines the transformation of the Middle East in the 19th and 20th centuries. It will cover such cs as political reform, integration into the world economy, changing role of religion, debates about women gender, the rise of nationalism and recent political struggles such as the Palestinian-Israeli conflict. **Meri- her. 4**

erican Women's History (HIST-240)
s course surveys the history of women in the United States from 1870-1980. We will emphasize the rience of women of all races, classes and sexual orientation - women who entered the paid labor force in easing numbers at the turn of the century and non-wage earning women who performed work integral to survival of their families. **Green. 4**

nen in Modern Europe (HIST-241)
s course surveys the history of women in Europe from 1700 to the present. Topics covered include women volutions, the effect of industrialization on women and the family, changing views of sexuality, women's ts movements and socialism, the female experience of world wars, women under facism and women in welfare state. **Dollard. 4**

land in the Middle Ages (HIST-251)
lish constitutional and social history from the tenth century to the fifteenth. **M. Gordon. 4**

land Under the Tudors and Stuarts (HIST-252)
udy of English social and cultural history and of the development of the English constitution against the ground of the political history of the 16th and 17th centuries. **Staff. 4**

ain Since 1688 (HIST-253)
course will examine the development and growth of democracy and the public sphere from the Glorious olution of 1688 to 1914. Themes will include the industrial revolution, the creation of a working class, ges in the family and culture, the acquisition and loss of an Empire, and the impact of war. **Staff. 4**

lern France (HIST-258)
urvey of French history from the Revolution of 1789 through the present. Topics covered include the on between monarchy and republic, the growth of socialism and working-class consciousness, the birth

of modernism in literature, painting and music, the experience of occupation in World Wars I and II and t dissolution of the French empire. **Staff. 4**

Modern Germany (HIST-259)
This course examines German history from the events leading up to the unification of the German state 1871 through reunification in 1990. The course focuses on the shifting constructions of German nation identity through 19th century expansion, defeat in two world wars, the Weimar and Nazi eras and Cold W division. **Dollard. 4**

A History of the American South (HIST-266)
This course will cover selected topics in Southern history from the establishment of the Southern colon in the 17th century to the civil rights struggle of the 1960s. It will explore the basic economic, social a political facets of Southern history, as well as such specific issues as race relations and the Southern liter imagination. Throughout the course, an attempt will be made to define the factors that made the South suc distinctive and important region in American history. **Snay. 4**

The American West (HIST-267)
Broadly conceived, western history is the internal history of United States expansion. This course will co the following: patterns of western settlement, community building and conflict, economic development, vironment and environmentalism, Indian policy, debates over the meaning of "frontier" and the West in m and imagination. **Green. 4**

Environmental History of North America (HIST-268)
In this one-semester introduction to the history of the North American Environment (covering the color period to the present) students learn that Environmental History-uses of nature and ideas of nature across ture and time-is central to our understanding of the past. Environmental history explores two related them to what degree have natural resources determined the patterns of human life in America, and conversely; h have cultural values and practices re-shaped North America, from landscape to politics? **Green. 4**

Studies in History (HIST-280)
Intensive study of selected periods or topics in history at the introductory level. May be taken more than on Examples of recent topics are: Immigrant Experience in America; Gender, Sexuality and Power in Eur 1750- 1920; Plagues and Peoples. **Staff. 4**

Studies in History (HIST-281)
Intensive study of selected periods or topics in history at the introductory level. May be taken more than on Examples of recent topics are: Immigrant Experience in America; Gender, Sexuality and Power in Eur 1750-1920; Plagues and Peoples. **Staff. 4**

Studies in History (HIST-282)
Intensive study of selected periods or topics in history at the introductory level. May be taken more than on Examples of recent topics are: Immigrant Experience in America; Gender, Sexuality and Power in Eur 1750-1920; Plagues and Peoples. **Staff. 4**

Studies in History (HIST-283)
Intensive study of selected periods or topics in history at the introductory level. May be taken more than on Examples of recent topics are: Immigrant Experience in America; Gender, Sexuality and Power in Eur 1750-1920; Plagues and Peoples. **Staff. 4**

Studies in History (HIST-284)
Intensive study of selected periods or topics in history at the introductory level. May be taken more than on Examples of recent topics are: Immigrant Experience in America; Gender, Sexuality and Power in Eur 1750-1920; Plagues and Peoples. **Staff. 4**

dies in History (HIST-285)
nsive study of selected periods or topics in history at the introductory level. May be taken more than once. mples of recent topics are: Immigrant Experience in America; Gender, Sexuality and Power in Europe, 0-1920; Plagues and Peoples. **Staff. 4**

ng History (HIST-290)
roseminar serving as an introduction to the study of history. Each seminar will focus on a special field, ne, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive roaches, schools, or methods of historical writing and the nature of historical synthesis. (Open only to spective History majors or minors who have sophomore or junior standing.) **Staff. 4**

rmediate Courses in History (HIST-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

onial America, 1600-1763 (HIST-301)
udy of the economic, social and political aspects of American History during the 17th and 18th centuries. **y. 4**

Revolutionary Transformation of America: 1760-1815 (HIST-302)
mprehensive study of the political philosophy, constitutional development, revolutionary excitement and tary events of the American Revolution. (Not offered in 2002-2003) **Snay. 4**

Age of Jackson: The United States, 1815-1848 (HIST-304)
early decades of the 19th century witnessed fundamental structural changes in the economy, society and ics of the United States. This course will examine the consequences of this rapid growth. It will trace the ution of capitalism, the rise of a middle class culture, the development of a two-party political system, the national quest for self-identity and unity. (Not offered in 2002-2003) **Snay. 4**

Civil War and Reconstruction: The United States, 1848-1877 (HIST-305)
exploration of the causes and consequences of the Civil War. The course will examine such topics as breakdown of the political process in the 1850s, the secession crisis, the transformation of Northern and hern societies during wartime, and the African-American experience of emancipation. **Snay. 4**

ent American History: 1914-1945 (HIST-311)
nalysis of the often conflicting features of American social, economic, and political life from World War ough World War II. **Graham. 4**

ent American History: 1945 to Present (HIST-312)
udy of American society from the end of World War II and the beginnings of the Cold War to the present. **ham. 4**

rica's Rise to World Power (HIST-314)
course will attempt to weigh the impact America's coming of age as a great power has had upon U.S. ty and upon the rest of the world. Utilizing a mixture of diplomatic and military history, the course seeks aluate how the U.S. has felt about war, peace, and the professional military and the concept of America's sion" which had led us both into imperialism and isolationism. **Graham. 4**

cted Topics in Middle Eastern History (HIST-321)
sive study of topics in pre-modern and modern social, political and cultural history. Topics change from to year. **Meriwether. 4**

ory of Southern Africa (HIST-325)
e late 20th century, the people of Southern Africa are searching for solutions to past and present conflicts der to create a more hopeful future, but the burden of a history marked by domination, exploitation, and ict, weighs heavily on the present. Can South Africa move beyond apartheid? Can peace and stability

replace civil war in Angola and Mozambique? Can the countries of the region work together to achi a higher level of material well-being for the people? This course will pursue these questions through historical analysis of the development of South Africa and its neighbors and their interaction, especially the last two centuries. **Staff. 4**

The Confucian Classics (HIST-326)
An examination of the basic texts of the East Asian cultural tradition that define human nature, and what i to be moral, and a complex political philosophy. The canon of influential in world history. They still prov the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese people. Research pap may focus on the original canon, or on their application to any of the cultural traditions mentioned abo **Keenan. 4**

Confucian and Communist China (HIST-327)
The major reforms in socialist China after 1976 raised issues of recurrent importance in China's twenti century history. This course systematically compares the reforms that redefined Confucian institutions a 1895 with the post-Mao reforms of communist China. Common themes emerge: the repression of the rad 1898 reforms and the repression of the 1989 Tiananmen democracy movement; the challenge of the decent ization of state-run economies; inventing unprecedented legal and judicial protections for private enterpr and, cultural iconoclasm towards Chinese tradition. Could modernization in Confucian or communist Ch propel the economy forward without inducing politically revolutionary results? Could the intellectual e relate to established political power without selling out their objectivity, or inducing expression? **Keenan**

The Age of the Renaissance (HIST-337)
An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellec developments and on the social and political context which shaped these developments. **M. Gordon. 4**

Topics in Women's History (HIST-341)
Staff. 4

Origins and History of World War I (HIST-351)
An examination of the causes and conduct of The Great War. The course address diplomatic and polit events that led to the war and studies the military evolution of the war. The course also focuses extensi on the cultural mood before and after the war. **Dollard. 4**

20th Century Europe: Politics and Culture (HIST-353)
An examination of the complex interplay of politics and culture in the tumultuous European twentieth cent A series of case studies (Stalinist USSR, Fascist Germany, postwar Yugoslavia, among others) form material addressed in the course. **Dollard. 4**

The Rise and Fall of Nazi Germany (HIST-354)
This course examines the origins, nature, and consequences of the National Socialist movement and sta the context of modern German history. **Schilling. 4**

Directed Study (HIST-361)
Staff. 1-4

Directed Study (HIST-362)
Staff. 1-4

Independent Study (HIST-363)
Staff. 1-4

Independent Study (HIST-364)
Staff. 1-4

udies in History (HIST-380)
ensive study of selected periods or topics in History. May be taken more than once for credit. Examples recent topics are: Gender and Revolution in Europe, 1788- 1920; History of History; Holocaust in History. **uff. 4**

udies in History (HIST-381)
ensive study of selected periods or topics in History. May be taken more than once for credit. Examples recent topics are: Gender and Revolution in Europe, 1788-1920; History of History; Holocaust in History. **uff. 4**

udies in History (HIST-382)
ensive study of selected periods or topics in History. May be taken more than once for credit. Examples recent topics are: Gender and Revolution in Europe, 1788-1920; History of History; Holocaust in History. **uff. 4**

udies in History (HIST-383)
ensive study of selected periods or topics in History. May be taken more than once for credit. Examples recent topics are: Gender and Revolution in Europe, 1788-1920; History of History; Holocaust in History. **uff. 4**

udies in History (HIST-384)
ensive study of selected periods or topics in History. May be taken more than once for credit. Examples recent topics are: Gender and Revolution in Europe, 1788-1920; History of History; Holocaust in History. **uff. 4**

dies in History (HIST-385)
ensive study of selected periods or topics in History. May be taken more than once for credit. Examples ecent topics are: Gender and Revolution in Europe, 1788- 1920; History of History; Holocaust in History. **ff. 4**

earch Seminars (HIST-390)
se are topical courses that focus on the process of doing research and culminating in the writing of a major earch paper. **Staff. 4**

vanced Topics in History (HIST-399)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

ior Seminar (HIST-430)
uired of senior history majors. These courses are capstone integrative seminars that involve the preparation n academic autobiography and the revision of a paper written in an earlier history course. **Staff. 4**

ior Research (HIST-451)
earch in selected topics of History. **Staff. 4**

ior Research (HIST-452)
earch in selected topics in History. **Staff. 4**

ors Project (HIST-461)
vidual work for honors. **Staff. 4**

ors Project (HIST-462)
vidual work for honors. **Staff. 4**

Honors Program

Faculty

Director: Professor of Sociology/Anthropology Kent Maynard

TBA: Interim Director (2002-2003)

Professor of Modern Languages Charles O'Keefe, Assistant Director

Faculty Staff (Fall 2002)
Drs. J. Arthos, S. Behdad, C. Brooks, T. Burczak, J. Cochran, K. Coplin, F. Firooznia, B. Fultner, R. Gand
C. Goland, Z. Karian, A. Katz, L. McDonnell, G. Miller, J. Novak, C. O'Keefe, W. Osborne, B. Tavakoli
A. Townsend, K. Wetmore

Faculty Staff (Spring 2003)
Drs. K. Bork, J. Cochran, A. Davis, S. Garcia, P. Fanaritis, S. Kennedy, L. McDonnell, M. Moller, W. Osbor
F. Porcheddu, D. Read, H. Van Broekhoven, S. Vogel, K. Wetmore

Departmental Guidelines and Goals

The Honors Program is designed especially for outstanding students in the college. It consists of semin intended to meet the intellectual aspirations and expectations of highly motivated and academically gif students. Working closely with the Director of the Honors Program and their faculty advisers, Honors stud may enroll in a select list of seminar offerings during the students Denison career. Special academic eve take place each semester for students in the Honors Program. Most Honors seminars meet a General Educat Requirement of the college.

The Honors Program newsletter, *Arete,* published quarterly, keeps Honors students abreast of current activi in Honors work. The on-campus newsletter, *Baby Arete,* is published during the term. An Honors Symposi is held annually. Visiting scholars meet regularly with students in the Honors Program. Recent visitors incl award-winning author Bill Bryson, philosophers John Haldane (University of St. Andrews), Peter Hodg (University of Oxford) and Brian Davies (Oxford and Fordham University).

The Denison University Honors Program is an institutional member of the National Collegiate Honors Co cil. The program meets the guidelines established by the NCHC for active honors programs.

The Honors Program Director chairs the Fellowship Committee. Students interested in applying for Rhodes, Marshall, Fulbright, Truman, Goldwater, Gates Cambridge and Madison Fellowships should m with the Director *early* in their academic career.

Academic Structure of the Honors Program
A. Denison students with a 3.4 GPA are *eligible* to *register* for seminars in the Honors Program.

B. To be a *member* of the Honors Program and to graduate from the Honors Program, a student must m the following requirements:

1. Achieve and maintain a 3.4 GPA by the end of the sophomore year.

2. *Declare intention* to the Director of the Honors Program to complete the requirements in the Ho Program no later than pre-registration time in the fall of the junior year.

3. Complete at least two Honors seminars during the first four semester

4. Complete at least four Honors seminars during the Denison career.

5. Complete a Senior Honors project in a department or program, in accord with ordinary University poli governing Honors projects.

dents wishing to declare the intention to complete the Honors Program requirements should discuss this ion with the Director or Assistant Director of the Honors Program no later than the end of the sophomore ır.

tudent may participate in the seminars (A above) without completing the specific requirements in B.

nors Seminars open to First-Year Students

h fall semester, several seminars designed specifically by the Honors faculty are directed toward the spe- academic aspirations of highly talented entering first-year students. Many topics change yearly. Entering t-year students receiving invitations to the Honors Program may register for one or more seminars. All nors seminars at the 100 level meet one FYS 102 requirement.

h semester, seminars designed specifically by the faculty for the Honors Program are offered for first- and ond-year students. The topics change by semester. Students receiving invitations may register for one or re seminars each term.

requisites: Entering first-year students with outstanding secondary school records and elected by the Hon- Program faculty are invited to participate in the Honors Program during the first year. Following the first ıester of the first year, every first-year student with a 3.4 or higher grade point average is extended an tation to participate. Moreover, upon a faculty recommendation to the Honors Program Director, a student) excels in a particular area may be invited to enroll in an Honors seminar.

ıors Seminars open to Sophomore, Junior, and Senior Students

h semester, seminars designed for upperclass men and women doing Honors work are offered. Topics ıge by semesters.

equisites: Sophomore standing, 3.4 or higher grade point average or nomination by a faculty member to Honors Program Director. Specific Honors seminars are open to all students in the Honors Program, some pen only to first- and second-year students, and some are open only to sophomores, juniors, and seniors.

homore/Junior/Senior Great Books Seminars

eminar in the Great Books normally is offered each semester in the Honors Program for sophomore, or and senior Honors students. They alternate among the Greek, Medieval, and Classical periods. The equisites are the same as for any upper level Honors seminar.

ditional Points of Interest

atrick House: The Honors Center

Honors Program home is Gilpatrick House. This restored and traditionally painted Victorian house is cen- y located on the Denison campus and serves as the locus for Honors Program activities. The ground level ains a seminar room (modeled after Brasenose College, Oxford), a commons for discussion groups and mal seminars, and the administrative offices for the Honors Program. The upstairs serves as a residence for ten students in the Honors Program. The Gilpatrick Fellow assists in planning extracurricular events tudents in the Honors Program. A popular event is the Gilpatrick Chowder Hour. This faculty-prepared ıeon for twenty students and faculty, followed by discussion on a current topic, takes place bi-weekly ıg term. The book discussion Musings is a monthly event. Trips to art and theatre events in Columbus place during the term.

riculum of the Honors Program

e faculty from all departments participate in the Honors Program and courses are often offered only once ice during a student's career at Denison, Honors Program course descriptions are not included in this g. The Honors Program staff does prepare and distribute a listing of detailed course descriptions. If you that publication, please contact: The Honors Program, Denison University, P.O. Box M, Granville, Ohio 3 or email Sunkle@denison.edu

It is anticipated that the following honors seminars will be offered in 2002-2003:

Fall 2002

Honors 127 The Actors Art
Honors 129 Cultural Studies in Dance
Honors 135 Physics and Sound of Music
Honors 141 Psychology of Addiction
Honors 143 Biology of Science Fiction
Honors 145 Introductory Environmental Studies
Honors 165 The Cold War, 1945-1991
Honors 167 Modern British and American Poets
Honors 167 American Ethnic Literature: New Problems, Challenges and Advantages
Honors 168 Shakespeare: A Textual, Cultural and Theatrical Inquiry
Honors 174 Philosophical Inquiry: Making Sense of the World, Others and Ourselves
Honors 175 Philosophical Issues in Architecture, Cinema and Literature
Honors 177 Ethical Medicine
Honors 182 Perspectives on American Economy
Honors 185 America in Vietnam
Honors 185 Ethnic Conflict/Ethnic Peace
Honors 187 Human Nature and Sociocultural Diversity
Honors 190 Person in Literature
Honors 192 Arts and the Human Experience
Honors 232 Fascination of Numbers
Honors 281 Economic Justice
Honors 283 Narrative and Living

Spring 2003

Honors 126 The Creators
Honors 138 From Dinosaurs to the Space Age
Honors 142 Bio-Social Dimensions of Behavior
Honors 166 Approaches to the Study of Jews and Christians in Medieval and Early Modern Europe
Honors 167 Literature of Exploration and Travel
Honors 168 Fabled Lands and Imaginary Places
Honors 168: Shakespeare: A Textual, Cultural and Theatrical Inquiry
Honors 173 Great Books: Don Quixote
Honors 174 The Myth of the Hero
Honors 175 Introduction to Philosophical Thinking
Honors 192 Psychology of Sport

Course Offerings

Honors Seminar in Art (HNRS-121)
Previous topics include: Athens Rocks: Topography & Ceremony of the Akropolis from Archaic Greec
Byzantium, and Museum Cultures. **Staff. 4**

Honors Seminar in Music (HNRS-125)
Previous topics include George Frideric Handel: Beyond Messiah; Johann Sebastian Bach (1685-1750): H
His Name is Melodic, The American Muse: American Poetry in Song from Walt Whitman to George Ge
win (and Beyond). **Staff. 4**

Honors Seminar in Music (HNRS-126)
Previous topics include: The Creators. **Staff. 4**

nors Seminar in Theatre (HNRS-127)
vious topics include: The Actor's Art: Transforming the Printed Word into Live Action. **Staff. 4**

nors Seminar in Theatre (HNRS-128)
vious topics include: The Development of Modern Chinese and Japanese Drama, The Drama and Aesthetic icism, and From Burlesque to Brando: The Emergence of the Professional Actor in America 1870-1950. ff. 4**

nors Seminar in Dance (HNRS-129)
vious topics include: Cultural Studies in Dance: Beyond Traditional Boundaries. **Staff. 2 or 4**

nors Seminar in Mathematics (HNRS-131)
vious topics include: Unbreakable Codes and Faster Computers: Applying Quantum Weirdness to Tech-)gy, Cryptology and Number Theory. **Staff. 4**

nors Seminar in Mathematics (HNRS-132)
vious topics include: Non-Euclidean Geometry, The Fascination of Numbers, and Scientific Revolutions. ff. 4**

nors Seminar in Biology (HNRS-134)
vious topics include: The Pope is Convinced, How 'Bout You: Examining the Evidence for Evolution. f. 4**

nors Seminar in Astronomy/Physics (HNRS-135)
vious topics include: Coming of Age in The Milky Way: Aristotle to Galileo to Einstein, Cosmic Questions stronomy, and Environmental Problems: A Physics Perspective. **Staff. 4**

nors Seminar in Astronomy/Physics (HNRS-136)
vious topics include: The Way Things Work: The Physics of Everyday Objects, and Origins of Things. f. 4**

nors Seminar in Geology/Geography (HNRS-138)
ious topics include: Fire From Within: Volcanic Eruptions in Earth History, and Dinosaurs to the Space : 225 Million Years of Evolution. **Staff. 4**

ors Seminar in Psychology (HNRS-141)
ious topics include: Science and Pseudoscience, and Psychology of Addiction. **Staff. 4**

ors Seminar in Psychology (HNRS-142)
ious topics include: Biosocial Dimension of Behavior, and Cultural Psychology: The Making of Meaning ntemporary Life. **Staff. 4**

ors Seminar in Biology (HNRS-143)
ious topics include: Plants, Peoples and Ecosystems: Plant Biology in a Cultural Context, and Entomol- Antlions, Tiger Beetles and Woolly Bears, Oh My! **Staff. 4**

ors Seminar in Environmental Studies (HNRS-145)
ious topics include: U.S. Shellfisheries: Another Tragedy of the Coastal Commons, and Introduction to ronmental Studies: Resource Limits and Campus Sustainability. **Staff. 4**

ors Seminar in Environmental Studies (HNRS-146)
ous topics include: Building an Environmentally Sustainable Society: An Introduction to Environmental es. **Staff. 4**

Honors Seminar in History (HNRS-165)
Previous topics include: The Mandate of Heaven in Classical China, and Were the Victorians Prudish? Sc
Romance and Morality in the Nineteenth Century. **Staff. 4**

Honors Seminar in History (HNRS-166)
Previous topics include: Race and Nationality in American History: 1877 to Present, and Plagues and Peop
The Role of Disease in History. **Staff. 3 or 4**

Honors Seminar in English (HNRS-167)
Previous topics include: American Ethnic Literature: New Problems, Challenges and Advantages, and T
Literature of Exploration and Travel. **Staff. 4**

Honors Seminar in English (HNRS-168)
Previous topics include: Shakespeare: A Textual, Cultural and Theatrical Inquiry, and Constructing Came
A Sesquimillennium of Quests and Questions. **Staff. 4**

Honors Seminar in Classics (HNRS-172)
Previous topics include: Comparative Mythology, and Ancient and Modern Epic. **Staff. 4**

Honors Seminar in Modern Languages (HNRS-173)
Previous topics include: Dream and Fantasy in Chinese Literature: Revitalizing the Tradition, and Gr
Books: Don Quijote (Miguel de Cervantes) The Dangers of Living by the Book. **Staff. 4**

Honors Seminar in Modern Languages (HNRS-174)
Previous topics include: Myth of the Hero: The Individual and Society. **Staff. 4-6**

Honors Seminar in Philosophy (HNRS-175)
Previous topics include: Introduction to Philosophical Thinking, and Explorations in Philosophy: Plato, Sa
God, Violence and Evil. **Staff. 4**

Honors Seminar in Philosophy (HNRS-176)
Previous topics include: Philosophical Greats: Knowledge and Action in Western Thought, and Biomed
Ethics. **Staff. 4**

Honors Seminar in Religion (HNRS-177)
Previous topics include: Comparative Religions: Tracing Common Themes, Biomedical Ethical Debates:
We Move Toward Justice? and Religion and Art: Icons and Iconoclasts. **Staff. 4**

Honors Seminar in Religion (HNRS-178)
Previous topics include: Women's Religious Life: Blessing or Curse? **Staff. 4**

Honors Seminar in Economics (HNRS-181)
Previous topics include: Will You Still Feed Me When I'm 64? The Political Economy of Social Secu
Reform, and Political Economy of Presidential Policy Proposals. **Staff. 4**

Honors Seminar in Economics (HNRS-182)
Previous topics include: Perspectives on the American Economy, and From Main Street to Wall Stre
Pennsylvania Avenue: Economics in Action. **Staff. 4**

Honors Seminar in Political Science (HNRS-185)
Previous topics include: Democracy and Foreign Affairs, America in Vietnam, and Selecting the Presi
Staff. 4

Honors Seminar in Political Science (HNRS-186)
Previous topics include: Russian Politics in the 20th Century, and Global Population: Problems, Solu
and Policy-Making. **Staff. 4**

ıors Seminar in Sociology/Anthropology (HNRS-187)
/ious topics include: Human Nature and Sociocultural Diversity, and American Society: Social Structures Environmental Issues. **Staff. 4**

ıors Seminar in Sociology/Anthropology (HNRS-188)
/ious topics include: Sexual Inequality and Work, Sex, Politics and Power: Studies in Gender Inequality, Gender Difference. **Staff. 4**

ıors Seminar in Interdepartmental (HNRS-190)
/ious topics include: The Person in Literature: The Interplay Between Narrative and Identity. **Staff. 4**

ıors Seminar in Interdepartmental (HNRS-192)
/ious topics include: The Arts and The Human Experience, and The Psychology of Sport. **Staff. 4**

ıors Seminar in Interdepartmental (HNRS-194)
/ious topics include: Ethnicity and Landscape in American Art and Literature, and Physiology of Exercise. **f. 4**

ıors Seminar in Interdepartmental (HNRS-196)
ious topics include: Varieties of Environmentalism, Scientists' Way of Knowing, and The Riddle of Being ıan: Cross Cultural Studies in Human Nature. **Staff. 4**

ors Seminar in Interdepartmental (HNRS-198)
ious topics include: Loca Antiqua: Ivy and Cross, and The Hero in Literature: The Individual in Society. **f. 1**

ors Seminar in Interdepartmental (HNRS-199)
ious topics include: Loca Anitqua: Travel Seminar, and Loca Antiqua: Myth and Ritual in Ancient and ıntine Greece. **Staff. 2**

ors Seminar in Music (HNRS-226)
ious topics include: Music and Sexuality, and Dramatic Structure in the Musical Theatre of Stephen lheim. **Staff. 4**

ors Seminar in Theatre (HNRS-227)
ious topics include: Acting III: Shakespeare, British Drama and Theatre 1660-1800, and Plays of Henrik ı. **Staff. 4**

ors Seminar in Psychology (HNRS-241)
ious topics include: Explorations in Cognitive Science. **Staff. 4**

ors Seminar in Psychology (HNRS-242)
ous topics include: Psychology of Women, Cognitive Science, and Psychology of Evil. **Staff. 4**

ors Seminar in Biology (HNRS-243)
ous topics include: Entomology: Antlions, Tiger Beetles and Woolly Bears, Oh My!; and Ecology. **. 4**

ors Seminar in Biology (HNRS-244)
ous topics include: Scientific Communication: Biology in the Age of the Internet. **Staff. 4**

ors Seminar in History (HNRS-265)
ous topics include: The Holocaust in History: Confronting Evil, and Manhood in America: 1861 to the s. **Staff. 4**

Honors Seminar in English (HNRS-267)
Previous topics include: James Joyce's Ulysses, and Cormac McCarthy's Moral Universe. **Staff. 4**

Honors Seminar in English (HNRS-268)
Previous topics include: Imagery, Emotion and Literature: Theoretical Speculations, and Early Modern Ma Citizen Comedy, Urban Fiction and Marxist Theory in Seventeenth Century London. **Staff. 4**

Honors Seminar in Modern Languages (HNRS-273)
Previous topics include: German Culture and Civilization: Nineteenth Century to 1933, and Fantasies, Fe and Desire: Narrative Structure and Ideology in Literature. **Staff. 4**

Honors Seminar in Modern Languages (HNRS-274)
Previous topics include: In the Course of Things: Instances of Latin American Literature, and Following Milky Way: A Pilgrimage to Santiago. **Staff. 4**

Honors Seminar in Philosophy (HNRS-275)
Previous topics include: From the Wheel to the Web: Philosophical Issues in Technology, and Artifical In ligence: Mechanism and Mentality. **Staff. 4**

Honors Seminar in Philosophy (HNRS-276)
Previous topics include: Camus & Sarte: Between God and Meaninglessness: A Dialogue, and Being thentic: A Philosophical and Literary Inquiry. **Staff. 4**

Honors Seminar in Religion (HNRS-278)
Previous topics include: Family (Values) in the New Testament and Early Christianity, and Religion Constitutional Democracy. **Staff. 4**

Honors Seminar in Economics (HNRS-281)
Previous topics include: Intermediate Microeconomics: Using Theory to Help Understand the Way the W Works. **Staff. 1 or 4**

Honors Seminar in Economics (HNRS-282)
Previous topics include: Intermediate Macroeconomics: In Theory and in the News, and The Economic Prosperity and Depression. **Staff. 1 or 4**

Honors Seminar in Communication (HNRS-284)
Previous topics include: Language, Identity and Politics: Discourse and the Public Sphere, and Commun tion and the Human Condition. **Staff. 4**

Honors Seminar in Sociology/Anthropology (HNRS-287)
Previous topics include: Gender and Change in Cross-Cultural Perspective: Women, Development and E ogy, and Sex and Gender at Work. **Staff. 4**

Honors Seminar in Sociology/Anthropology (HNRS-288)
Previous topics include: Social Structure and Popular Culture: The Sociocultural Study of Popular Music, Comparative Therapeutics Systems. **Staff. 4**

Honors Seminar in Interdepartmental (HNRS-292)
Previous topics include: Women and Health. **Staff. 4**

Honors Seminar in Interdepartmental (HNRS-296)
Previous topics include: The Ecology of Human Nature, and Who Are We?: The Riddles of Human Na **Staff. 4**

onors Seminar in Interdepartmental (HNRS-298)
evious topics include: Loca Antiqua: Archaeoastronomy, and Greek Temples: Gods in the Light of the Sun.
aff. 2-4

onors Seminar in Interdepartmental (HNRS-299)
evious topics include: Archaeoastronomy, and Greek Temples: Gods in the Light of the Sun. **Staff. 2**

dvanced Honors Seminar in Psychology (HNRS-342)
evious topics include: Psychology at the Crossroads: Social and Cultural Perspectives, and Contemporary
ues in Psychology: Ecological And Cultural Perspectives. **Staff. 4**

dvanced Honors Seminar in Interdepartmental (HNRS-393)
evious topics include: Great Books: Classical and Great Books: The Greeks. **Staff. 4**

nors Seminar in Interdepartmental (HNRS-394)
evious topics include: The Great Books: The Medieval Era. **Staff. 3**

terdepartmental

urse Offerings

e Homestead at Denison: An Investigation in Human Ecology, from the 1800's to the Present (INTD-
))
his seminar, students will learn and apply the methods of local history and historical ecology to the Home-
d. Much like archeologists dig beneath layers of the material past, students will reconstruct the human
logy and local history that marked these 200 acres over time, taking into account both time and evidentiary
straints. The seminar will emphasize visual and material culture-building, shaped land, remnant objects as
ay to think about former and present uses of the land, and thereby lend meaning and "magic" to ordinary
gs. **Staff. 2**

ected Study (INTD-361)
ff. 1-4

ected Study (INTD-362)
ff. 1-4

ependent Study (INTD-363)
ff. 1-4

ependent Study (INTD-364)
f. 1-4

ical Decisions in Medicine (INTD-392)
fed by faculty in the religion department, this course is designed to expose students to various topics in
icine and biology posing ethical problems. Basic modes of ethical reasoning are applied to case studies
e following area: genetic screening and counseling, distribution and availability of health care resources,
rmed consent in treatment and human experimentation, behavior modification, patient-physician relation-
, and death and dying. (Offered each spring semester) **Novak. 4**

Ridge Science Seminar (INTD-399)
arch at Oakridge Laboratory at Oak Ridge, Tennessee. **Staff. 4 or 8**

or Research (INTD-451)
f. 4

Senior Research (INTD-452)
Staff. 4

Honors Project (INTD-461)
Staff. 4

Honors Project (INTD-462)
Staff. 4

International Studies

Committee

Sita Ranchod-Nilsson, Director

Gary Baker, Patti Brown, John Cort, Susan Diduk, Andrew Katz, Laurel Kennedy, Margaret Meriwethe
Donald Schilling, Pamela Scully

Departmental Guidelines and Goals

International Studies is a double major open to students who are also completing a second major in any
the disciplinary or programmatic majors offered at Denison. Students cannot major in International Studi
as a single major. Students wanting to major in International Studies are encouraged to articulate a synergist
relationship between their other major and their program of study in International Studies. A double major
International Studies exposes students to frameworks that highlight connectedness on a global level in ter
that are broadly historical and geographical. It also focuses on transnational processes involving, among oth
things, political regimes, cultural formations and economic relations.

International Studies Major

The general requirements for a major in International Studies are:

a) Three core courses in international studies. These courses are taught by different members of the inter
tional studies faculty and should be taken in sequence with the Senior Capstone seminar taken in fall semes
of the senior year.

b) Two foundation courses in theories and methodologies associated with the dominant paradigms of inter
tional studies: political economy and approaches to culture. Courses that fulfill this requirement are offere
numerous departments and programs. The list of courses is updated each semester and is distributed regula
by the International Studies Program.

c) Four courses organized into a thematic concentration. Concentrations are meant to be a focal point o
student s curricular plan, an area of scholarly interest where students seek more in-depth study. Individ
students define a coherent thematic focus in terms of their own specific interests in consultation with
international studies faculty advisor. The four courses selected for the concentration are drawn from reg
departmental and programmatic course offerings. The courses selected should reflect the interdisciplin
nature of the International Studies Program. Students may include one on-campus independent study and
to two courses from an off-campus study program (subject to approval by the international studies commi
and the Registrar).

d) One year of language training beyond the current General Education requirement. Where possible,
guage training should be consistent with the student s concentration and his or her off-campus experie
In most cases this additional year will be in the same language as that used to fulfill the General Educa
requirement, unless otherwise justified (eg. in special cases where the concentration might warrant study
another language).

Off-campus study experience that is relevant to the student s course of study. The off-campus experience ın involve an approved off-campus study program, an internship related to international studies or a Denison ɔurse that has a significant (at least 4 weeks) off-campus component. The off-campus experience should ırry academic credit.

Students should declare their intention to major in international studies by the end of their sophomore year. t that time, students submit a proposal in which they discuss the goals of their overall academic program, e linkages between their two majors, a curricular plan for both majors, their concentration in international ıdies and their plans for off-campus study. The proposal should be based on discussions between the student d his or her academic advisor. The International Studies faculty committee must approve the proposal.

total of three (3) courses may be double counted with the student s other major; of these, no more than two) of the concentration courses may be double counted.

ourse Offerings

tro to International Studies (INTL-100)
roduction to International Studies: Introduction to themes, concepts and approaches to international studies ɔm an explicitly interdisciplinary perspective. The course explores key concepts such as modernity, culture d hegemony in the context of specific cultural and historical experiences of at least two regions. It also dresses multiple sources to explore the place or experience of the individual in global processes. **Staff. 4**

lemmas in the International System (INTL-200)
is course explores in specific, contextualized terms, particular dilemmas associated with increased linkages, erdependence and connection in the global system. Some of the dilemmas are reconstituted versions of torical problems involving competing claims to territory, human rights, war, over-population and global ıger. But other problems such as cultural imperialism, environmental degradation, and north south conflict ɛr "development" issues are intrinsic to the present period. The specific topic or dilemma addressed will y according to the interest of the faculty member teaching the course. **Staff. 4**

ected Study (INTL-361)
ected studies are undertaken at the initiative of the student and may involve any topic acceptable to the lent and an instructor. Written consent. **Staff. 1-4**

ected Study (INTL-362)
ected studies are undertaken at the initiative of the student and may involve any topic acceptable to the lent and an instructor. Written consent. **Staff. 1-4**

ependent Study (INTL-363)
tten consent. **Staff. 1-4**

ependent Study (INTL-364)
tten consent. **Staff. 1-4**

ior Capstone Seminar (INTL-400)
; course is conducted as a seminar with a focus on theoretical framework and methodologies as they relate substantive topical focus. The specific nature of the topical focus will vary according to the interests of the lty member teaching the course. This course also emphasizes the development of independent research ɛsts, research skills and scholarly writing in connection with a research proposal based on individual ents' interests. **Staff. 4**

or Research (INTL-451)
f. 4

Senior Research (INTL-452)
Staff. 4

Japanese

Faculty

Professor Gary Baker, Chair

Instructor Michael Tangeman

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind o intellectual freedom requires us to break away from the notion that our native language is the most natur and apt means of expressing the full range of human experience. An education can start with the discovery th all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, an establish relationships with others. Learning a foreign language contributes to our education by providing a intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be huma Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its ow cultural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventu mastery of a foreign language. When students take full advantage of that opportunity, they can use the targ language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of foreign language in most of its courses because it believes that students can best appreciate a foreign cultu from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study w a variety of other academic areas, such as history, philosophy, international studies, environmental studi biology, economics, political science, and English. Courses in area studies and literature, aside from th intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison shou consult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs Opportunities to improve the student s command of the language are provided on the campus by the langua tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Certification by the Department of Education of the State of Ohio requires a minimum of 45 semester-ho of credit in one language, including courses at the beginning and intermediate levels.

Additional Points of Interest

General Departmental Regulations
Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary sch will find it advantageous to begin their course work in the first year. The language requirement should completed by the end of the junior year.

Multimedia Language Learning Center
An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar d to research as well as discussions on authentic materials published on the web. All beginning courses (

d second semesters), meet in the MLLC once a week. The area is designed not only for individualized truction but also for group work and small seminars that use multimedia materials for class discussion.

though the Department of Modern Languages offers majors in French, German and Spanish, they also er courses in other languages for the purpose of general education and support of other college programs. urses in Japanese are listed below.

ourse Offerings

ginning Japanese I (JAPN-111)
omprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, aking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an active abulary of 500-1000 words as well as basic grammatical patterns. **Tangeman. 4**

ginning Japanese II (JAPN-112)
omprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, aking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an active abulary of 500-1000 words as well as basic grammatical patterns. **Tangeman. 4**

ermediate Japanese I (JAPN-211)
nprehensive grammar will be the core of the course, along with further development of reading ability and re extensive oral practice. Prerequisite: 112. **Tangeman. 4**

ermediate Japanese II (JAPN-212)
geman. 4

an's Modern Canon (JAPN-309)
s course will consider English translations from the canon of modern (1868-present) Japanese literature to n an understanding of the Japanese manifestations of such literary movements as Naturalism, Modernism post-modernism. We will read the Naturalistic works of Tayama Katai (1872-1930); the lyrical, humanist on of Natsume Soseki (1867-1916); the novelistic experimentations with language and imagery created Kawabata Yasunari (1899-1972); the evocative, decadent prose of Mishima Yukio (1925-1970); and the -modern confessional fiction of Oe-Kenzaburo (1935-). **Tangeman. 4**

ected Study (JAPN-362)
f. 1-4

ependent Study (JAPN-364)
f. 1-4

Latin American and Caribbean Studies (concentration only)

Faculty

Assistant Professor Monica Ayala-Martinez, Director

Faculty: Monica Ayala-Martinez, Hector Dominguez, Richard Hood, Eduardo Jaramillo, Bernardita Llanos Kent Maynard, Anita Waters, David Woodyard

Departmental Guidelines and Goals

Denison University offers an interdisciplinary concentration in Latin American and Caribbean Studies to stu dents majoring in selected departments. Within their major, students may focus on topics relevant to Lati America and the Caribbean. Beyond their major, students are expected to pursue an integrated program f cusing on the languages, arts, humanities and social studies of the Latin American and Caribbean regio Students should declare Latin American and Caribbean Studies as a concentration, along with their major, later than the end of their sophomore year.

Requirements for the Concentration

A. Two modern language courses (or the equivalent) beyond the general education requirements in a langua spoken in the Latin American and Caribbean Area (Spanish, Portuguese, French, Dutch, or an indigeno language). The two courses may be the first two semesters in one of these languages, if the student h already fulfilled the General Education requirement in a language that is not spoken in the area.

B. Latin American and Caribbean Studies 201, Introduction to Latin American and Caribbean Studies (tau in English) or Spanish 335 Introduction to Latin American Culture (taught in Spanish).

C. Sociology/Anthropology 319, Indian Societies of Latin America or Sociology/Anthropology 339, Cultu Identity and Politics in the Caribbean.

D. History 323, History of Central America, or 339, History of Latin America.

E. Latin American and Caribbean Studies 401, Problems in Area Study or another course that is cross-list with the Latin American and Caribbean Studies Program.

F. One semester of Senior Research. The project may be written in English, even if the student's majo Spanish or French. Where possible this could be done in conjunction with the student's major.

Departments and Programs may add further requirements within their major in order to fulfill the concent tion in Latin American and Caribbean Studies.

Additional Points of Interest

Study Abroad
Students are strongly encouraged to participate in study abroad programs during the junior year. The cour taken abroad may satisfy one or more of the above requirements subject to the approval of the studer Department or Program for courses in the major, and the Latin American and Caribbean Studies Prog Committee for courses outside the student s major.

Course Offerings

Introduction to Latin American Caribbean Study (LACS-201)
A comprehensive introduction to the nature of the problem of the Latin American society. A general st of the geography, the historical background, the social, economic, and political contemporary developm

well as the influence of religion and ideology on the Latin American and Caribbean countries. **Ayala-artinez, Dominguez, Jaramillo, Llanos . 4**

troduction to Hispanic Literature (LACS-220)
ading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing nguage skills in the study and analysis of literature from Latin America, Spain and the United States. nducted in Spanish. Prerequisite: 215. **Staff. 4**

troduction to Hispanic Culture (LACS-230)
introduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents basic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide a basis for re advanced study. Conducted in Spanish. Prerequisite: 215 or consent. **Staff. 4**

onomic Development in the Third World (LACS-312)
survey of the structure and problem of the underdeveloped economies, with particular emphasis on the jor determinants of economic growth. Prerequisites: 201, 207 or consent. **Alizadeh, Behdad. 4**

lian Societies of Latin America (LACS-319)
nography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domi-ion, and persistence. The wide variey of adaptations to the environment, and institutional arrangements of nomics, politics, kinship, and religion will also be explored. We will use ethnographic case studies to as-s the impact of cultural domination on indigenous societies and their attempt to maintain a traditonal way ife. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Maynard. 4**

vey of Latin American Literature (LACS-325)
vey of literary genres, periods and movements in Latin American from 1492 to the present. The main focus l be to give a sense of literary history and cultural context; readings will include representative selections n each period and movement. Conducted in Spanish. Prerequisite: 220 or consent. **Staff. 4**

uses and Consequences of Change (LACS-333)
s course analyzes the sources, processes and directions of social and cultural change. It examines differ-theoretical models with account for social change. Of particular importance are conceptual distinctions veen evolution, modernization, industrialization, urbanization, revolution, economic development and cul-l domination. Possible topics for exploration may include change brought through population increase, the wth of technology, exploitation of resources, migration and hunger. Prerequisite: 100 or consent. **Staff. 4**

tures of Latin America (LACS-335)
s course introduces students to the cultural diversity of Latin America, and offers a comprehensive study ne Latin American ethnos. Conducted in Spanish. Prerequisite: 230 or consent. **Staff. 4**

ture, Identity and Politics in Caribbean Society (LACS-339)
s course focuses on the social, cultural and political life of the Caribbean area, especially the English- and ich-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the bbean was one one of the richest areas of the world. Its riches then depended on the labor of enslaved cans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy uch a history? We review the variety of Caribbean polities, from the strong democratic traditions of aica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural ences affect the political processes, ways of life, class divisions and ethnic stratification evident in the bbean today. Prequisite: 100 or consent. **Waters. 4**

colonial Literature and Criticism (LACS-357)
lings in literature and criticism from Asia, Africa, Latin America and the Caribbean, in response to the rience of colonialism. **Staff. 4**

Directed Study (LACS-361)
Staff. 1-4

Directed Study (LACS-362)
Staff. 1-4

Independent Study (LACS-363)
Staff. 1-4

Independent Study (LACS-364)
Staff. 1-4

Problems in Area Study (LACS-401)
A seminar intended to integrate student perspectives through selected topics. Primarily for students in th trans-departmental sequence Area Study: Latin America. **Ayala-Martinez, Dominquez, Jaramillo, Llanos.**

Seminar in Latin American Literature (LACS-425)
Study and discussion in depth of a selected topic, writer or work from Latin American literature. This cour will involve the writing of a research paper. Conducted in Spanish. Prerequisite: 320, 325 or consent. **Staff.**

Senior Research (LACS-451)
Staff. 4

Senior Research (LACS-452)
Staff. 4

Latin

Faculty

See Classical Studies faculty

Departmental Guidelines and Goals

By definition, a liberal arts education stresses the importance of coming to terms with those elements cent to the development of a free human spirit. Classical Studies affords the opportunity for students to undert thoughtful study and reflection about issues central to this quest.

In its broadest sense, Classics is the study of the ancient languages, literatures, and cultures of the area s rounding the Mediterranean basin from approximately 2000 B.C. to 500 A.D. It embraces three civilizati the Minoan-Mycenaean, the Greek and the Roman; two languages Greek and Latin; and a geographical a including Europe, North Africa, and the Middle East.

In its very essence, study in the Classics is primarily cross-disciplinary and humanistic. It concentrates on aspects of human achievement which have served as the foundations of western civilization. These inquir encourage breadth rather than specialization insofar as a student reading Classics should acquire familiar with classical antiquity through the study of history, literature, philosophy, religion, art, and architectu Throughout these studies, an attitude about and an appreciation for criticism and interpretation are fostere

The study of Classics provides the opportunity for the student to realize various objectives: the acquisitior a competence in the classical languages; the development of an appreciation, a comprehension, and an enj ment of classical literatures; and an understanding of the history and culture of the ancient world. Class assists in making available the great literature of the world and places emphasis on aspects of the Greek Roman genius, the forms of literature created and perpetuated, and the permanent contribution to the study human nature and well-being so necessary for a liberally educated person.

tin Major

e major in Latin provides an opportunity to learn the language and study the literature of the ancient Ro-
ns. Within an historical framework, the curriculum covers the most important literary genres and authors,
ıstrating a wide range of idiom, style, and subject matter; the curriculum is designed specifically to enhance
knowledge of students interested in history and literature, while ensuring the competency of prospective
chers of Latin.

e major in Latin requires the completion of Greek 111-112, CLCV 212; five courses in Latin beyond
tin 211; an additional CLCV course; and the Senior Conference. The minor in Latin requires three courses
ond Latin 211 and either CLCV 202 or CLCV 212.

e Senior Conference is required of majors in Latin and in Classical Civilization. It is taken in conjunction
h a course required for the major and will be structured as a series of joint conferences throughout the
nester between the student, the instructor of the required course, and a member of the Classical Studies
ff. It is expected that students will write a major paper as part of this activity. Students will receive one hour
credit for this activity, which must be taken during the senior year. Senior Research may be substituted for
Senior Conference.

tin Minor

e minor in Latin requires at least 19 credithours including three courses beyond Latin 211 and either CLCV
2 or CLCV 212.

urse Offerings

mentary Latin (LAT-111)
introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation
based primarily upon quotations from Latin literature. No prerequisite. (Fall) **Fronda. 4**

mentary Latin (LAT-112)
introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the develop-
nt of translation skills by reading extended passages of Latin prose and poetry. Prerequisite: Latin 111 or
ısent of instructor. (Spring) **Fronda. 4**

tin Prose and Poetry (LAT-211)
ıdings from ancient and medieval Latin. Selections range from Cicero's philosophical works to the Aeneid
Vergil and some attention is given to the literature's relationship to cultural milieu. Prerequisite: Latin 112
consent of instructor. (Fall) **Fronda. 4**

man Rhetoric (LAT-301)
ections from the orations and rhetorical treatises of Cicero. Consideration is given to the influence of
toric in politics and education. (Not offered 2002-2003) **Jacobsen. 4**

man Comedy (LAT-302)
ected works of the comic playwrights Plautus and Terence. Colloquial Latin, the definition of humor and
influences of Greek comedy are important topics. (Not offered 2002-2003) **Jacobsen. 4**

man Historiography (LAT-311)
ections from the works of major Roman historians: Sallust, Livy and Tacitus. Emphasis will be given to
work of one author in matters of style, content and bias. (Not offered 2002-2003) **Jacobsen. 4**

in Lyric and Elegy (LAT-312)
ections from the Odes of Horace, the elegies of Propertius, and Ovid's Amores. Attention is directed to
try as a vehicle of personal expression and social commentary. (Fall 2002) **Jacobsen. 4**

Latin Epic (LAT-322)
The epic genre as defined by Roman poets. A typical focus is Vergil's Aeneid with some comparative analys of epics written by Lucretius, Ovid and Lucan. (Spring 2003) **Jacobsen. 4**

Silver Age Latin (LAT-331)
PROSE readings from the Satyricon of Petronius and the letters of Seneca and Pliny the Younger. Conside ation is given to the literary expression of the changing mores and perspectives of imperial Roman societ (Spring, 2002) **Jacobsen. 4**

Silver Age Latin (LAT-332)
POETRY selections from the epigrams of Martial and the Satires of Juvenal. Consideration centers on poeti as an instrument for social criticism and personal invective. (Not offered 2002-2003) **Jacobsen. 4**

Directed Study (LAT-361)
Staff. 1-4

Directed Study (LAT-362)
Staff. 1-4

Independent Study (LAT-363)
Staff. 1-4

Independent Study (LAT-364)
Staff. 1-4

Senior Conference (LAT-441)
Staff. 1

Senior Conference (LAT-442)
Staff. 1

Senior Research (LAT-451)
Staff. 4

Senior Research (LAT-452)
Staff. 4

Honors Project (LAT-461)
Staff. 4

Honors Project (LAT-462)
Staff. 4

athematics

culty

fessor Michael D. Westmoreland, Chair

fessors Daniel D. Bonar, Todd H. Feil, Zaven A. Karian, Joan Krone; Associate Professor Michael D. stmoreland; Assistant Professors Lewis D. Ludwig, Matthew Neal

partmental Guidelines and Goals

Mathematics curriculum is designed so that students will have a sound theoretical understanding of thematics and an understanding of a variety of applications of mathematics. The study of mathematics is a llenging activity that sharpens logical reasoning and improves problem solving skills.

dents interested in Mathematics, Mathematical Economics, or the Natural Sciences should take 123-124 owed by 222 and 231 by the end of the sophomore year. Prospective math majors or minors should also e 210 the first semester of the sophomore year.

research opportunities in mathematics see the Oak Ridge Science Semester listed elsewhere in this cata- Summer research opportunities may also be available on campus.

dents interested in taking only one or two courses in Mathematics should choose 102, 121, or 123.

thematics Majors

.. Degree in Mathematics

core portion for the B.A. degree consists of Mathematics 123, 124, 210, 222, 231, and one of 321 or 332. mininmum requirement for a B.A. in mathematics is the core plus four courses numbered 300 or higher courses total).

. Degree in Mathematics

B.S. program consists of seven core courses (123, 124, 210, 222, 231, 321, 332) plus six electives from rses numbered 300 or higher (thirteen courses total).

nbined Major in Mathematics and Economics

udent interested in quantitative aspects of economics who wishes to work for advanced degrees in Busi- or Economics with a strong Mathematics background may elect this combined major. Requirements are hematics 123, 124,222, 231, 341, and one course from the list 342, 351, 356; Economics 101, 102, 301, , 307, 419 or 429.

thematics Minor

inor in Mathematics consists of 123, 124, 210, 222, 231 and two mathematics courses at the 300 level or e.

ditional Points of Interest

recommended that a B.A. candidate in Mathematics consider a second major or a strong minor. Eco- ics would be a reasonable second major or minor for students planning to go into business or into an A program following graduation. Computer Science would also be a strong second major or minor.

ents who intend to pursue graduate study in mathematics should take a B.S. major.

Course Offerings

Statistics-Data Analysis (MATH-102)
An introduction to statistical reasoning and methodology. Topics include exploratory data analysis, elemen tary probability, a standard normal-theory approach to estimation and hypothesis testing and simple linea regression. Not open for credit to students who have taken Psychology 370 or Mathematical Sciences 34 Offered each semester. **Staff. 4**

College Algebra and Trigonometry (MATH-116)
The primary function of this course is to prepare students with weak backgrounds to take 123 (Calculus (Offered once each year) **Staff. 4**

Essentials of Calculus (MATH-121)
A one-semester introduction to single-variable differential and integral calculus and selected topics in mul variable calculus. Emphasis is given to applications from the biological and social sciences. (123 may t taken after this course, but only 2 of the 4 credits count toward graduation) **Staff. 4**

Calculus I (MATH-123)
An introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calc lus, indeterminate forms, sequences and series. Prerequisites: Four years of high school mathematics or 1 or equivalent for 123. (Offered each semester) **Staff. 4**

Calculus II (MATH-124)
An introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calc lus, indeterminate forms, sequences and series. Prerequisites: Four years of high school mathematics or 1 or equivalent for 123. (Offered each semester) **Staff. 4**

Introductory Topics in Mathematical Science (MATH-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Topics in Mathematics and Computer Science (MATH-200)
(Also listed under Computer Science offerings.) **Staff. 4**

Introduction to Proof Techniques (MATH-210)
An introduction to proof writing techniques. Topics will include logic and proofs, set theory, relations a functions, cardinality and mathematical induction. (Offered each year) **Staff. 4**

Calculus III (MATH-222)
Multiple variable calculus together with a rigorous review of beginning calculus. Prerequisite: 124 or conse (Offered each semester) **Staff. 4**

Elementary Linear Algebra (MATH-231)
Emphasis on topics such as matrix algebra, systems of linear equations, vector spaces, linear transfor tions, eigenvalues, diagonalization and computational techniques. Prerequisite: 124 or consent. (Offered e semester) **Staff. 4**

Intermediate Topics in Mathematical Sciences (MATH-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

History of Mathematics (MATH-303)
This course examines important concepts in mathematics from the dawn of civilization to the present. Att tion will be given to the evolution of mathematical ideas and studying the prominent individuals associa with those ideas. Topics include geometry, number theory, algebra, analysis, calculus, imaginary numbers transfinite arithmetic. Prerequisites: 210, 222, 231. **Staff. 2**

anced Analysis I (MATH-321)
rough analysis of limits, continuity, differentiation, integration and uniform convergence of infinite series. equisites: 210, 222, 231. (Offered each spring) **Staff. 4**

anced Analysis II (MATH-322)
or calculus and differential geometry. Prerequisites: 210, 222, 231. **Staff. 4**

rete and Combinatorial Mathematics (MATH-331)
, relations functions and topics chosen from graph theory. Boolean algebra, semigroups, propositional c and combinatorics. Prerequisite: 210. (Offered each fall) **Staff. 4**

tract Algebra (MATH-332)
udy of the structure and properties of groups, rings, and fields. Prerequisite: 210, 231. (Offered each ng) **Staff. 4**

ory of Computation (MATH-334)
o listed under Computer Science offerings.) This course is a study of formal languages and their related mata. Turing machines, unsolvable problems and NP-complete problems. No lab. Prerequisite: CS 171. **f. 4**

bability and Mathematical Statistics (MATH-341)
probability is developed by studying combinatorics, probability models, moment generating functions, t theorems and conditional probability. Topics in statistical decision theory and inference are then exam- : classical and Bayesian estimation, hypotheses testing and the general linear model. Prerequisites: 124 341, 341 for 342. **Staff. 4**

bability and Mathematical Statistics (MATH-342)
probability is developed by studying combinatorics, probability models, moment generating functions, t theorems, and conditional probability. Topics in statistical decision theory and inference are then exam- : classical and Bayesian estimation, hypotheses testing, and the general linear model. Prerequisites: 124 341, 341 for 342. **Staff. 4**

metry (MATH-345)
course provides experience in axiomatic reasoning. Several different geometries are examined. Prereq- e: 210 **Staff. 2**

erential Equations (MATH-351)
cs from the theory of linear and nonlinear differential equations. Prerequisite: 222. (Offered each spring) **f. 4**

nerical Analysis (MATH-352)
o listed under Computer Science offerings.) Topics from numerical quadrature, numerical integration of rential equations, matrix manipulations and solution of nonlinear equations. Prerequisites: 222, 231 and recommended. **Staff. 4**

hematical Modeling and Computer Simulation (MATH-356)
o listed under Computer Science 356.) A systematic treatment of the theory applications and limitations iscrete-event modeling. Applications will be taken from queueing and other types of models frequently ountered in computer science. Development of actual simulations will be part of the course where simu- ns will be implemented in a specialized programming language like GPSS. Prerequisites: CS 171, one of TH 210, 222, 231. **Staff. 4**

cted Study (MATH-361)
f. 1-4

Directed Study (MATH-362)
Staff. 1-4

Independent Study (MATH-363)
Staff. 1-4

Independent Study (MATH-364)
Staff. 1-4

Advanced Topics in Mathematical Science (MATH-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Advanced Mathematical Topics (MATH-400)
Prerequisite: 222 or consent. a) Topology b) Number Theory c) Complex Variables d) Real Variables e) Geo
f) Applied Mathematics **Staff. 4**

Advanced Mathematical Topics (MATH-401)
Prerequisite: 222 or consent. a) Topology b) Number Theory c) Complex Variables d) Real Variables e) Geo
f) Applied Mathematics **Staff. 4**

Senior Research (MATH-451)
Staff. 4

Senior Research (MATH-452)
Staff. 4

Honors Project (MATH-461)
Staff. 4

Honors Project (MATH-462)
Staff. 4

Media Technology and Arts

Faculty

Associate Professor Suzanne Condray, Coordinator

Associate Professors David Bussan, Suzanne Condray, Andrew Glendening

Departmental Guidelines and Goals

Students of the Media Technology and Arts program are afforded the opportunity to combine the element three major disciplines. Through courses in Communication, Music and Cinema, students are trained in theory and implementation of media technology. Courses are designed to give students experiences that ap classroom concepts to the actual production of artistic works.

Core courses introduce students to a technical knowledge of cinematic technique, audio recording, edi and writing. Beyond the core requirements, students may elect to focus in one of three disciplines. Ultimat senior majors will be required to integrate coursework from all of the three areas in designing and produc a research project.

'A Major

uirements for the 46 credit hour major include a core of eight courses and two elective courses from disciplines represented. To enhance the interdisciplinary nature of the major, students are also required ndertake a research practicum in their junior year and complete an integrative and individually designed or research project, which may or may not be submitted for Honors.

e Course Requirements

1 of the following courses is required for a major:

munication 147: Media Literacy (To be taken in the first or second or year)
munication 225: Radio and TV in America
munication 308: Newswriting for Radio and TV OR Comm 309: Scriptwriting
ic 216: Audio Recording and Sound Editing
ic 217: Computer Music
ma 219: Elementary Cinema Production
ma 310: Video Theory and Production
ma 326: History of Cinema
ia Technology and Arts 300: Research Practicum
or Research 451 or 452

tive Courses Required

electives from the following list of courses are also required:

munication 301: Media Programming and Economics
munication 308: Newswriting for Radio and TV OR Comm. 309: Scriptwriting
chever course not used to fulfill core requirements)
munication 211: Communication Ethics
munication 328: Communication Law
ic 104: Musical Materials
ic 105: Harmonic Systems
ic 224: Advanced Computer Music
ic 229: 20th Century Music
ma 328: Screenwriting
ma 410: Advanced Cinema Production
ma 419: Cinema Workshop

ırse Offerings

ic Materials (MTA-104)
se normally listed as MUS 104. **Hu, Glendening. 1-3**

monic Systems (MTA-105)
se normally listed as MUS 105. **Hu, Glendening. 1 or 3**

ia Literacy (MTA-147)
se normally listed as COMM 147. **Condray. 4**

munication Ethics (MTA-211)
se normally listed as COMM 211. **Lipari. 4**

io Recording and Sound Editing (MTA-216)
se normally listed as MUS 216. **Carlson. 4**

Computer Music (MTA-217)
Course normally listed as MUS 217. **Glendening. 4**

Elementary Cinema Production (MTA-219)
Course normally listed as CINE 219. **Bussan. 4**

Advanced Computer Music (MTA-224)
Course normally listed as MUS 224. **Glendening. 4**

Radio and Television in America (MTA-225)
Course normally listed as COMM 225. **Lotz. 4**

20th Century Music (MTA-229)
Course normally listed as MUS 229. **Hu. 4**

Special Topics in Media Technology & Arts (MTA-290)
Courses offered as Special Topics will focus intensively on a particular issue or aspect of media technol
May be taken more than once for elective credit as an MTA major or by consent from the instructor. Additi
prerequisites may exist given the topic area. **Staff. 4**

Research Practicum (MTA-300)
The course introduces diverse aspects of the pre-production phase, including research, writing, legal iss
budgets, licensing, funding and other potential issues related to independent film and video production.
the end of the semester, students will have compiled a pre-production portfolio for senior research. Requ
in the spring semester of the junior year. **Staff. 4**

Media Programming and Economics (MTA-301)
Course normally listed as COMM 301. **Lotz. 4**

Newswriting for Radio and Television (MTA-308)
Course normally listed as COMM 308. **Condray. 4**

Scriptwiting (MTA-309)
Course normally listed as COMM 309. **Condray. 4**

Video Theory and Production (MTA-310)
Course normally listed as CINE 310. **Bussan. 4**

History of Cinema (MTA-326)
Course normally listed as CINE 326. **Bussan. 4**

Communication Law (MTA-328)
Course normally listed as COMM 328. **Condray. 4**

Screenwriting (MTA-329)
Course normally listed as CINE 328. **Stout. 4**

Directed Study (MTA-361)
Staff. 1-4

Directed Study (MTA-362)
Staff. 1-4

Independent Study (MTA-363)
Staff. 1-4

dependent Study (MTA-364)
aff. 1-4

lvanced Cinema Production (MTA-410)
urse normally listed as CINE 410. **Stout. 4**

nema Workshop (MTA-419)
urse normally listed as CINE 419. **Bussan. 4**

nior Research (MTA-451)
capstone experience in which students individually or in collaboration with other majors create and pro-
ce a media project which integrates skills and artistic expression acquired through their interdisciplinary
rsework. A minimum of 4 credit hours required. **Staff. 4**

nior Research (MTA-452)
capstone experience in which students individually or in collaboration with other majors create and pro-
ce a media project which integrates skills and artistic expression acquired through their interdisciplinary
rsework. A minimum of 4 credit hours required. **Staff. 4**

nors Project (MTA-461)
ff. 4

nors Project (MTA-462)
ff. 4

usic

culty

ociate Professor Andrew Glendening, Chair

fessor Marjorie Chan; Distinguished Professor of Fine Arts and Adjunct Professor of Music William
orne; Associate Professor Andrew Glendening; Assistant Professors Andrew Carlson, Ching-Chu Hu;
ructors (part-time) Belinda Andrews-Smith,Tom Carroll; Affiliated Studio Instructors Richard Blatti,
hen Caracciolo, Nelson Harper, Nancy Jantsch, Robert Jordan, Daniel King, Maryfrances Kirsch, Cora
venhoven, Richard Lopez, Hank Marr, Peter Mills, David Nesmith, Caryl Palmer, Deborah Price, Guy
nonko, Douglas Richeson, Steven Rosenberg, Chenoa Sykes, Kevin Wines, Raymond Wise, Yung-Ching
g

partmental Guidelines and Goals

music curriculum is intended to meet the general needs of liberal arts students while providing students
rested in a music major or minor with the skills needed to excel in their area of concentration (per-
nance, education, history, composition computer music). In keeping with a liberal arts philosophy, the
artment encourages interested students campus-wide to participate in its varied ensembles. Individual en-
bles are designed to meet the students musical needs while providing a positive educational experience.
ate instruction (instrumental,vocal and composition) is intended for those students desiring to raise their
ical skills to a higher level. Acknowledging the need to examine the contributions of various cultures, the
iculum exposes students to a broad spectrum of musical influences (western European, jazz, world music,
erican folk, African- American, computer music). The department also generates or sponsors concerts
ughout the academic year to make music an important aspect of life at Denison.

Music Major (B.A. Degree)

A major in music requires the completion of the requirements of the music core, the selected area of emphasi performance requirements and the music portfolio.

Core: 6 courses (16 hours): 104 Musical Materials, 104L Musical Materials Lab, 105 Harmonic System 105L Harmonic Systems Lab, 204 Methods of Analysis, and 201 Music History.

Performance Requirements
Majors in music are required to complete the private lesson and recital or project requirements as specifi in the area of emphasis. In addition to course requirements students must pass the appropriate Keyboa Proficiency and Performance Skills Examinations. Declared music majors must participate in at least o ensemble each term with the exception of music education majors taking the professional semester. Studer should take a mixture of large and small ensembles chosen in consultation with their private teacher.

Music Portfolio
At the end of the junior year, each music major will submit a portfolio consisting of sample work in Mus Theory, Music History, Performance, and Computer Music/Composition, a concert attendance journal, a a proposal for the senior project or recital to the music faculty for review and approval. Guidelines for t Music Portfolio and a list of concerts for each semester are available in the Music Office. Concert Attendan Journals will be reviewed annually by the area coordinators.

Emphasis Options

Music (20 credits)
Three music electives (12), 140 Private Lessons each term (8), Ensembles each term, and 401 Senior Reci or 402 Senior Project.

Music Education (20 credits)*
206 Composition, Arranging, Conducting (4), 319 World Music (4), 147 Class Brass (1), 146 Class Wo winds (1), 145 Class Strings (1), 148 Class Percussion (1), 144 Class Voice (1), Seven semesters of 1 private lessons (7), and 401 Senior Recital.

*In order to be certified, Music Education students must complete additional requirements in the Educati Department.

Music History (20 credits)
4 music history electives (16), 4 semesters 140 private lessons (4), and 402 Senior Project.

Computer Music (20 credits)
217 Computer Music (4), 224 Advanced Computer Music(4), 329 20th Century music (4), four semesters l private lessons (4), four semesters composition lessons (4), and 402 Senior Project or 401 Senior Recital.

Performance (20 credits)
Performance audition, 206 Composition, Conducting, Arranging (4), Private Lessons (2.0 hours each te (16), 301 Junior Recital and 401 Senior Recital.

Music Minors

Performer's Certificate (20 credits)
Performance Audition, Private Lessons (2.0 hours each term) (16), 201 Music History (4), Ensembles (e term), 401 Senior Recital, Music Theory, Keyboard Proficiency, and Performance Skills Exams, Performa Studies Plan and Performance Juries each term.

dmission by audition should be prior to enrollment in Denison. However, entry into the program will be ssible up to the end of freshman year. The Performer's Certificate would count toward graduation as an ademic minor.

e applied lesson fee will be waived for students in the Performance Certificate program.

ch student will develop a four-year Performance Studies Plan with his or her applied instructor to cover usic in a broad range of styles, genres, and eras. The Performance Studies Plan will be updated each term.

usic Minor (20 credits)

4 Musical Materials (3), 104L Musical Materials Lab (1), 201 Music History (4), four semesters of 140 vate Lessons (4), two Music Electives (8), four semesters of ensembles, piano proficiency exam and per- mance skills exam.

mputer Music Minor (20 hours)

4 Musical Materials (3), 104L Musical Materials Lab (1), 105 Harmonic Systems (3), 105L Harmonic stems Lab (1), 217 Computer Music (4), 224 Advanced Computer Music (4), four semesters Composition ssons (4) and 402 Senior Project.

usic Electives

5 Composition, Arranging, Conducting
7 Computer Music
4 Advanced Computer Music
4 Music in America
0 World Music
5 Music of the Baroque
0 Classical Era
7 The Symphony
3 19th Century Music
0 20th Century Music
4 Jazz and the Music of Black Americans
Music of Africa and Afro-Latin America
Women in Music
The History of American Folk and Country

urse Offerings

oduction to Music (MUS-101)

eam-taught introduction to music through the study of Western Art Music, World Music and American sic. **Chan, Mills, Stoner. 4**

sical Materials (MUS-104)

damentals of written musical materials including terminology, tuning systems, notation, intervals, scales, ds, basic diatonic harmony, rhythm, simple forms, aural skills and computer music applications. **Hu, ndening. 1-3**

monic Systems (MUS-105)

rvey of approaches to musical harmony including linear systems (counterpoint), vertical systems (com- practice tonality, polytonality), mathematical systems (serialism) and jazz systems. Prerequisite: 104. **Glendening. 1 or 3**

The Creative Process (MUS-115)
A study of the different factors that influence an artist in the creation of a musical, visual or literary wo of art as well as an analysis of those factors which affect the success of a work of art. (Offered through t Honors Program) **Staff. 4**

Ensembles (MUS-130)
Heisey Wind Ensemble, Blatti. 1; Orchestra, Carlson. 1; Concert Choir, Osborne. 1; Singers' Theatre Wor shop, Andrews-Smith. 1; Gospel Choir, Wise. 1; Jazz Ensemble, Mills, 1. **Staff. 1**

Chamber Music Ensemble (MUS-131)
Jazz Combo, Carroll. 1; World Music Ensemble, Smith. 1; Bluegrass Ensemble, Carlson. 1; Brass Ensemb Glendening. 1; Percussion Ensemble, Remonko. 1; Collegium Musicum, Caracciolo. 1; Guitar Ensemb Carroll. 1; String Chamber Music, Chan. 1; and Woodwind Chamber Music, Smith, 1. **Staff. 1**

Piano Class (MUS-141)
Offered for beginning piano students, the piano class will focus on fundamental piano technique and sc reading, as well as the playing of lead sheets. Students will work on individual electronic pianos, both s and in groups. **Harper. 2**

Guitar Class I (MUS-142)
Recommended for beginners in guitar. Stresses fundamentals of picking, strumming and note reading. C **roll. 1**

Class Guitar II (MUS-143)
For intermediate guitar students with basic skills. Emphasis on guitar styles and improvisation. Prerequis 142 or consent. **Carroll. 1**

Class Voice (MUS-144)
An introduction to vocal techniques and pedagogy. **Andrews-Smith. 1**

Class Strings (MUS-145)
A method course designed to meet the professional needs for teaching brass instruments. Pedagogical performance skills will be developed through laboratory and observational experiences. **Carlson. 1**

Class Woodwinds (MUS-146)
A method course designed to meet the professional needs for teaching woodwind instruments. Pedagog and performance skills will be developed through laboratory and observational experiences. **Mills. 1**

Class Brass (MUS-147)
A method course designed to meet the professional needs for teaching brass instruments. Pedagogical performance skills will be developed through laboratory and observational experiences. **Glendening. 1**

Class Percussion (MUS-148)
A method course designed to meet the professional needs for teaching percussion instruments. Pedagog and performance skills will be developed through laboratory and observational experiences. **Remonko. 1**

Composition Seminar (MUS-149)
A seminar approach to musical composition focusing on individual composition projects, compositional cesses, forms, aesthetics and criticism. May be repeated for credit. Prerequisite: 105. **Hu. 1**

Private Lesson (MUS-151)
One (1) credit hour is given for one half hour (1/2) lesson per week and one (1) hour of practice daily. requisite: audition required. In the case of Voice, Guitar, and Piano: Audition required or Class Piano/C

ce/Class Guitar II. Students enrolled in Private Lessons should also be concurrently enrolled in an en-
ible. Private lessons must be taken for credit. (For costs, see Dept. of Music Fees under College Costs in
alog.) **Staff. 1**

vate Lesson (MUS-152)
) (2) credit hours is given for one (1) hour lesson per week and two (2) hours of practice daily. Prerequisite:
lition required. In the case of Voice, Guitar, and Piano: Audition required or Class Piano/Class Voice/Class
tar II. Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. Private
sons must be taken for credit. (For Costs, see Dept. of Music Fees under College Costs in Catalog.) **Staff. 2**

xander Technique (MUS-155)
Alexander Technique is a widely recognized educational method for improving balance, alignment, ease,
ibility and energy. The Technique offers us insight into the underlying principles that govern human move-
it. When applied, these principles guide us to a dynamic kinesthetic lightness, wherein thinking becomes
rer, feeling accessible, sensations livelier, and movement more pleasurable. Within this fluid, more con-
us condition, we find our actions and interactions strengthened and refined, our sense of time expanded,
our rapport with the environment restored. The workshop addresses structural problems treated by per-
ning arts medicine and in addition, neuroscience research which supports evidence of misuse resulting in
/injury by our own mental process and perceptions of our body's structure. We explore gentle movement
relaxation exercise as well as the application of Body Mapping to gain clear and accurate information
it our anatomical structure for optimal movement. **Nesmith. 1**

ieral Topics in Music (MUS-199)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

sic History (MUS-201)
introduction to the study of Music History through a selected survey of music with an emphasis on
iods of analysis, approaches and schools of music history and research skills. **Glendening. 4**

lysis (MUS-204)
irvey of approaches to the formal analysis of music including the approaches of Rameau, Schenker, Forte
others. Prerequisite: 105. **Hu. 4**

iposition, Arranging, Conducting (MUS-205)
ntroduction to musical composition, arranging and conducting. Students will compose, orchestrate and
luct original works of music. Prerequisite: 105. **Glendening and Staff. 4**

iposition, Arranging, Conducting (MUS-206)
ntroduction to musical composition, arranging and conducting. Students will compose, orchestrate and
luct original works of music. Prerequisite: 105. **Glendening. 4**

ic in America (MUS-214)
irvey of music-making in America from the Psalm tunes to the Puritans to the 18th century Yankee
smiths, the minstrel shows, the development of jazz, John Knowles- Paine, George Gershwin, Aaron
and and John Cage and beyond. **Osborne. 4**

ular Musical Theater in America (MUS-215)
course studies both the antecedents to the American musical (18th century comic opera, blackface min-
s, the revue and vaudeville, and operetta) and the Broadway musical of this century, from Jerome Kern to
hen Sondheim. **Osborne. 4**

io Recording and Sound Editing (MUS-216)
udy of audio recording focusing on acoustics, microphone techniques, live and studio recording tech-
es, editing, signal processing and production. **Carlson. 4**

Computer Music (MUS-217)
An introduction to creating music with a computer, focusing on sequencing, sampling and direct synthes
Glendening. 4

Jazz and the Music of Black Americans (MUS-218)
This course will concentrate on jazz, but will include other types of music of American blacks: pre-jazz forr
gospel, rhythm and blues and "classical" music in the European tradition. The place of the black musician
American society will be traced from the slave days to the present. **Staff. 4**

World Music (MUS-219)
This course includes in-depth studies of several representative genres of music from around the world,
cluding their social or political contexts. Traditional and popular musics of the world can play important ro
in religion, identity formation (gender, race, sexuality), tradition, education, agriculture, history preservati
political resistance and domination, protest, symbolism and entertainment. Students will learn to ident
classify, and describe musical examples from several cultures by discerning musical styles, instrumental
vocal timbre, form and texture. **Stoner. 4**

Women in Music (MUS-220)
Historically, women have played an integral role in musical traditions around the world, although the ext
of their contributions has only recently been recognized and studied in an academic context. This course v
trace the development and current state of women's roles in music, including Western art music composi
performers, critics, and teachers: performers of popular American genres such as jazz, country, and rock;
performers of popular "World Beat" and traditional world musics. **Stoner. 4**

Advanced Computer Music (MUS-224)
An exploration of advanced topics in computer music including interactive systems, algorithmic compositi
granular synthesis, and others. **Glendening. 4**

Music of the Baroque (MUS-225)
In this course, we will look at the development of Western Art music from the end of the Renaissance per
through the careers of J.S. Bach and G.F. Handel, covering an approximate period of 1600-1750. Understa
ing of musical notation is required. **Staff. 4**

Classical Era: Mozart, Haydn, Beethoven (MUS-226)
This course will be devoted to a study of the work of the three principal composers of the classical era: Hay
Mozart, and Beethoven (early works). We will study the style characteristics, as well as the musical ger
and forms employed. **Staff. 4**

The Symphony (MUS-227)
This course will be devoted to a study of the Symphony beginning with the works of Stamitz and Samma
through the present-day symphony. **Chan. 4**

19th Century Music (MUS-228)
This course will cover music of the romantic era beginning with late Mozart. A wide variety of genres
well as central topics as program music and nationalism will be included. **Staff. 4**

20th Century Music (MUS-229)
In this course, we will look at the development of 20th century music idioms and compositional technic
with their larger political and cultural contexts. We will study individual works by composers as wel
overall compositional trends. Understanding of musical notation is required. **Hu. 4**

The History of American Folk and Country Music (MUS-230)
"The History of American Folk and Country Music" is designed to broaden the students' knowledg
America's musical heritage through aural analysis of recorded and live music, as well as study of pri

erials. In order to increase the knowledge of America's diverse musical heritage, students will be exposed he contribution of European immigrants, African Americans, Hispanics, Franco-Americans and Native ericans. **Carlson. 4**

sic of Africa and Afro-Latin American (MUS-231)
his course, we will read and discuss specific case studies in musical and cultural traditions of people frica and African Diaspora, excluding the United States. We will study the role of music in political, gious, historical, group identity, and cultural contexts. We will study specific genres and styles, as well as rall stylistic trends, tracing characteristics of Afro-Latin music to African roots. **Stoner. 4**

ıor Problems (MUS-235)
esearch problem of limited scope that provides the opportunity for the qualified students to extend his or interest beyond the limits of particular course offerings. **Staff. 1 or 2**

ermediate Topics in Music (MUS-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

ior Recital (MUS-301)
Junior Recital is a 30 to 40 minute solo performance of appropriate concert literature selected in consul- n with the private lesson instructor. Must be taken concurrently with Private Lessons. **Staff. 0**

sic in America (Majors) (MUS-314)
rvey of music-making in America from the Psalm tunes of the Puritans to the 18th century Yankee tune- hs, the minstrel shows, the development of jazz, John Knowles-Paine, George Gershwin, Aaron Copland, ı Cage and beyond. **Osborne. 4**

ld Music (MUS-319)
course includes in-depth studies of several representative genres of music from around the world, includ- heir social or political contexts. Traditional and popular musics of the world can play important roles in ious, identity formation (gender, race, sexuality), tradition, education, agriculture, history preservation, ical resistance and domination, protest, symbolism and entertainment. Students will learn to identify, sify and describe musical examples from several cultures by discerning musical styles, instrumental or l timbre, form and texture. **Stoner. 4**

nen in Music (Majors) (MUS-320)
orically, women have played an integral role in musical traditions around the world, although the extent eir contributions has only recently been recognized and studied in an academic context. This course will the development and current state of women's roles in music, including Western art music composers, rmers, critics and teachres; performers of popular American genres such as jazz, country and rock; and rmers of popular "World Beat" and traditional world musics. **Stoner. 4**

sical Era: Mozart, Haydn, Beethoven (MUS-326)
course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, art and Beethoven (early works). We will study the style characteristics, as well as the musical genres orms employed. **Staff. 4**

Symphony (MUS-327)
course will be devoted to a study of the Symphony beginning with the works of Stamitz and Sammartini gh the present-day symphony. **Chan. 4**

Century Music (MUS-328)
course will cover music of the romantic era beginning with late Mozart. A wide variety of genres as well ntral topics as program music and nationalism will be included. **Staff. 4**

20th Century Music (Majors) (MUS-329)
In this course, we will look at the development of twentieth century musical idioms and compositional te niques with their larger political and cultural contexts. We will study individual works by composers as w as overall compositional trends. Understanding of musical notation is required. **Hu. 4**

The History of American Folk and Country Music Music (MUS-330)
"The History of American Folk and Country Music" is designed to broaden the students' knowledge America's musical heritage through aural analysis of recorded and live music as well as study of prin materials. In order to increase the knowledge of America's diverse musical heritage, students will be expo to the contributions of European immigrants, African Americans, Hispanics, Franco-Americans and Nat Americans. **Carlson. 4**

Music of Africa and Afro-Latin America (MUS-331)
In this course, we will read and discuss specific case studies in musical and cultural traditions of peop in Africa and African Diaspora, excluding the United States. We will study the role of music in politi religious, historical, group identity and cultura contexts. We will study specific genres and styles as wel overall stylistic trends, tracing characteristics of Afro-Latin music to African roots. **Staff. 4**

Music and Sexuality (MUS-332)
Staff. 4

Directed Study (MUS-361)
Staff. 1-4

Directed Study (MUS-362)
Staff. 1-4

Independent Study (MUS-363)
Staff. 1-4

Independent Study (MUS-364)
Staff. 1-4

Advanced Topics in Music (MUS-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Recital (MUS-401)
The Senior Recital is a 50 to 60 minute solo performance of appropriate concert literature selected in cor tation with the private lesson instructor. Must be taken concurrently with Private Lessons. **Staff. 0**

Senior Project (MUS-402)
The Senior Project is a composition or research project in the emphasis of the music major (composi computer music or music history) to be selected and completed in consultation with the appropriate instructor. **Staff. 0-4**

Senior Research (MUS-451)
Staff. 4

Senior Research (MUS-452)
Staff. 4

Honors Project (MUS-461)
Staff. 4

Honors Project (MUS-462)
Staff. 4

euroscience (concentration only)

culty

an Kennedy, Associate Professor, Psychology

partmental Guidelines and Goals

uroscience is the interdisciplinary study of the nervous system, unique in its quest to understand not only biology and chemistry of the brain and nervous system, but also to understand how chemical and cellular ctions relate to how organisms think and behave. Thus, neuroscience is founded on the tenet that an terstanding of the brain and nervous system is only possible when approached from a perspective that grates biological, chemical and psychological phenomena.

Neuroscience Concentration at Denison is designed to offer students an interdisciplinary perspective on nervous system and behavior, and to provide science students with the opportunity to obtain a diverse us that both compliments and broadens the more narrowly-defined major.

uroscience Concentration

Courses required of all students (12 semester hours; NEURO 200, NEURO 400, PSY 350)

ddition to the three courses required of all students, students concentrating in Neuroscience must also plete basic science courses, as well as a number of advanced courses. Typically, the specific courses cted from the basic and advanced courses will be at least partially determined by the major toward which student is working.

Basic Science Courses (8 semester hours; 2 courses must be taken from the same discipline); BIOL 102 BIOL 201; CHEM 121 and CHEM 122

Advanced Courses (16 semester hours minimum; any 4 courses; providing prerequisites have been satd). Electives include BIOL 324, BIOL 325, BIOL 334, BIOL 340, BIOL 341, BIOL 380; CHEM 223, EM 224, CHEM 302, CHEM 401; PSYC 305, PSYC 310, PSYC 330, PSYC 340; PHIL 280

urse Offerings

oduction to Neuroscience (NEUR-200)

course is a survey of Neuroscience, and is divided into 3 portions. Beginning with an overview of philosophical and historical contributions to modern neuroscience, we then examine the structure and tion of neurons and how they communicate within the nervous system. From this cellular perspective, we study basic anatomy of the brain and spinal cord. In the second section, we study some sensory and motor ems, and examine the ways in which these systems unfold during development. Finally, brain-behavior ionships are investigated, including hormonal control of behavior, learning & memory, neuropathology, addictive behavior. A concurrent laboratory is available, and is required for Biology majors taking the se to get Biology credit. Three class periods plus weekly laboratory. Prerequisites: Biology core for ogy majors, Biology 102 and Psychology 100 for others. (Not offered in 2002-2003) **Staff. 4**

cs in Neuroscience (NEUR-400)

nior-level seminar; discussions and presentations by students on issues relevant to neuroscience. Disions of seminal works, interdisciplinary views on important topics. Fulfills the seminar requirement for hology majors. (Not offered in 2002-2003) **Staff. 4**

Philosophy

Faculty

Professor Steven Vogel, Chair

Professors David Goldblatt, Anthony J. Lisska, Steven Vogel; Associate Professor Barbara Fultner; Assista
Professors Jonathan Maskit, Mark Moller; Professor Emeritus Ronald E. Santoni

Departmental Guidelines and Goals

To do philosophy is to encounter some of the most fundamental questions which can be asked about hum
existence. Philosophical investigation leads students to recognize the otherwise unnoticed assumptions th
far from standing on the periphery of our daily lives, underpin even our most ordinary ways of interacti
with other persons and engaging in human projects. Such assumptions concern, for example, the nature
human knowledge, action, and value. Philosophy challenges students to move beyond uncritical patterns
thought, to recognize problems, and to exchange a more naive world view for a more considered and justifia
one. In doing so, students learn to think in ways that are simultaneously both disciplined and imaginati
Philosophy Department faculty members cooperatively approach these concerns from diverse perspectiv
both in studying the works of major philosophers and in their own creative activity. Students are encoura
to join with the faculty in this inquiry and to philosophize creatively on their own. The courses and semin
in the Department are intended to develop the abilities necessary for these activities.

The Philosophy Department recommends that students wishing to take Philosophy to meet the Critical Inqu
General Education requirement enroll in Philosophy 101 or First-Year Studies 102 (Philosophy) during th
first year.

Philosophy Major

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with hi
her major adviser. The nine courses must include Philosophy 231 and Philosophy 232, and one semester of
Junior/Senior Seminar (Philosophy 431-432). Philosophy 101 or any First-Year Seminar taught by a mem
of the department may count toward the major. However, not more than three 100-level courses and not m
than one First-Year Seminar 102 may count toward the major. Philosophy majors are also required to t
two additional courses at the 300 level or above (which may include additional Junior/Senior seminars)
must participate in the one-credit Senior Symposium (Philosophy 440) in their final semester.

The Philosophy Department welcomes double majors and self-designed majors, and is experienced in help
students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a stud
considering a major in Philosophy (or one which includes Philosophy) should consult the Department e
in his or her college career.

The Philosophy Department participates in the interdepartmental major in Philosophy, Politics and Econor
(see page 168).

Philosophy Minor

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating his or
knowledge gained in other areas. For this reason we attempt to tailor a student s minor program in philoso
around the specific course of studies he or she is pursuing in his or her major subject. This means that
minor program places a premium upon departmental advising.

Each philosophy minor is required to choose a department member as his or her philosophy adviser.
philosophy adviser will not replace the student s primary academic adviser. However, the philosophy adv
will have responsibility for guiding the student in designing the minor program in philosophy. The adv

l work with the student to construct a program within the following general guidelines: (1) The student st take a minimum of five courses in philosophy. Philosophy 101 or or any First-Year Seminar taught by a nber of the department may count toward the minor. (2) The student must take at least one Junior-Senior ninar.

ditional Points of Interest

litional information about Philosophy courses and in particular, a course guide with more detailed descrip- s of current courses, may be obtained from the Philosophy Department.

: Philosophy Colloquium

h year the department sponsors a colloquium series, bringing to campus nationally and internationally wn philosophers who meet with students and staff. Recent visitors to Denison have included John Haldane Andrews), John Caputo (Villanova), Iris Young (Pittsburgh), David Allison (Stony Brook), Judith Butler rkeley), Alasdair MacIntyre (Duke), Jaegwon Kim (Brown), and Karsten Harries (Yale).

er Philosophy Activities

Philosophy Department annually publishes a national undergraduate philosophy journal, Episteme. This nal is edited and produced by philosophy majors and minors in consultation with a faculty adviser. Epis- e encourages and receives submissions from undergraduate philosophy students throughout the country. ldition, philosophy students organize Philosophy Coffees, informal topical discussions, about three times semester.

urse Offerings

uring Questions of Philosophy (PHIL-101)

course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental s in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology and rs. It is intended that the student develop skills in rigorous thinking and become involved in the process ilosophizing. This course satisfies the General Education requirement in Critical Inquiry. (Offered each ster) **All Staff Members. 4**

cs: Philosophical Considerations of Morality (PHIL-121)

course explores the fundamental questions of ethical theory, asking how ethical judgements can be , what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings, her moral assertions can claim universal validity or whether morality is rather relative to a culture or individual's beliefs. Depending on the semester, issues of applied ethics - having to do with abortion, cal ethics, business and professional ethics, ethics and the environment, war and peace, etc. - will be d as well. This course satisfies the General Education requirement in Critical Inquiry. (Fall) **Moller. 4**

l and Political Philosophy (PHIL-126)

l and Political Philosophy is about justification, of power and freedom in their many crude and subtle s and about whether objective or rational justifications in political and social action are practical or even ble. The course will take into account the various methods utilized by philosophers in rendering their l views. It includes an exploration of a network of fundamental philosophical questions regarding the e of the community, the state, the role of the individual and the relationships among them. Students will ne comfortable with some of the great classical texts in Western political thought from Plato, Aristotle, es, Locke, Rousseau, Smith, Marx and Nietzsche as well as with more contemporary sources. Thus, this e raises questions about the social practices of Western culture, including the issue of whether the social ne political dimensions of our thinking can be justifiably separated. This course satisfies the General tion requirement in Social Inquiry. (Spring) **Goldblatt. 4**

Introductory Topics Seminar in Philosophy (PHIL-191)
An introductory inquiry into issues and problems that are now at the center of philosophical attention. Topi vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

Introductory Topics Seminar in Philosophy (PHIL-192)
An introductory inquiry into issues and problems that are now at the center of philosophical attention. Top vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

Introductory Topics in Philosophy (PHIL-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Philosophy of Religion (PHIL-201)
In this course, the student will be encouraged to come to grips with some of the basic theoretical and/or int lectual problems which confront religion and religious beliefs as treated in both classical and contempor philosophy. More specifically, the course will focus on the traditional problems related to argumentation or against God's existence (including the problem of evil), and contemporary issues related to the legitim of religious language and the possibility of religious "knowing". This course will emphasize the doing philosophy of religion, and students will be encouraged to relate the issues of the course to their existen Prerequisite: Any 100-level philosophy course, any First- Year Seminar taught by a member of the Philoso Department, or consent. (Not offered 2002-2003) **Staff. 4**

Logic (PHIL-205)
A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordin speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasi symbolic logic is on translation and proof, and computer assisted instruction is employed in the teachin these skills. (Spring) **Vogel. 4**

Philosophical Issues in Science (PHIL-210)
This course considers a range of conceptual issues connected with the understanding and practice of ence. Issues to be considered include explanation, theoretical reduction, the nature of scientific truth-clai methodology, confirmation theory, the possibility of scientific progress, etc. Although these questions raised from the perspective of philosophy, they are intended to provide insight into the actual practice of sciences - from both contemporary and historical perspectives. This course should prove especially hel to science majors seeking to achieve a different perspective on the scientific enterprise; however, non-sci majors are equally welcome. Prerequisite: Any 100- level course in Philosophy or First-Year Seminar tau by a member of the Philosophy Department, science major, sophomore, junior, senior standing or cons (Fall) **Maskit. 4**

Greek and Medieval Philosophy (PHIL-231)
An examination of some fundamental problems in Metaphysics (what there is) and Epistemology (how come to know), in the context of the origin and development of Greek thinking from the pre-Socra Sophists and Socrates, Plato and Aristotle, through selected writers in the Medieval period including Ploti Augustine, Thomas Aquinas, Duns Scotus, William of Ockham, and Nicholas Cusanus. This course sati the General Education requirement in Western Studies. Prerequisite: Any 100-level Philosophy course, First-Year Seminar taught by a member of the Philosophy Department or consent. (Fall) **Maskit. 4**

Modern Philosophy: Descartes through Kant (PHIL-232)
An examination of the two fundamental philosophical traditions of the 17th and 18th centuries, Rationa and Empiricism, and of Kant's attempt to combine their insights. This course traces the development of themes as the nature of human experience, the foundations of knowledge, and the limits of knowledge thr the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Their attempts to resolve t questions formed the basis for much of the intellectual history of the "Age of Reason and Enlightenm

continue to inform contemporary investigations of knowledge, language, and mind. This course satisfies General Education requirement in Western Studies. Prerequisite: Any 100-level philosophy course, any t-Year Seminar taught by a member of the Philosophy Department, or consent. (Spring) **Fultner. 4**

Confucian Classics (PHIL-243)

examination of the basic texts of the East Asian cultural tradition which define human nature, what it is e moral, and a complex political philosophy. The canon of Confucian classics has probably been the most ential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, ean and Japanese peoples. Research papers may focus on the original canon, or on their application to any ie cultural traditions mentioned above. (Fall) **Keenan. 4**

osophy of Law (PHIL-250)

s law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? course will analyze the concept of law, with particular attention given to the conflict between the natural tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will onsidered. Normative issues, including the relation between law and concepts of justice, equality, liberty, onsibility, and punishment will also be addressed. Prerequisite: Any 100-level philosophy course, any - Year Seminar taught by a member of the Philosophy Department or consent. (Not offered 2002-2003) **ka. 4**

ironmental Ethics (PHIL-260)

course investigates the question of our ethical relations and responsibility to objects and systems in natural world, including animals, other living beings, non- living entities, ecosystems, and "nature" as a le. It also asks about nature as such, what nature is, what the place in it is of humans, the role of human n in transforming nature, etc. The question of the relation of the natural to the social will receive special tion. Prerequisite: Any 100-level philosophy course, any First- Year Seminar taught by a member of the osophy Department, any Environmental Studies course, or consent. (Not offered 2002-2003) **Vogel. 4**

osophy of the Arts: Aesthetics (PHIL-269)

minar consisting of a series of philosophical investigations into the arts (with all the arts of relevance) ot a history of the field. We will be concerned with such items as the role of the art world, the role of eory, the nature of the art object and how it differs from any non-art artifact, the nature of the creative ess, aesthetic experience, art criticism, interpretation and problems of evaluation of art works. This course ies the General Education requirement in Artistic Inquiry. Prerequisite: Any 100-level philosophy course, irst-Year Seminar taught by a member of the Philosophy Department, or consent. (Not offered 2002-) **Goldblatt. 4**

osophy of Feminism (PHIL-275)

nism can radically challenge traditional ways of doing philosophy. In asking why women and women's ience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to tivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophssumptions about our knowledge of and interaction with the world and other people. Are there philocally significant differences between men and women? This course examines this and other questions, asizing contemporary feminist discussions of epistemology, ethics, and science. This course satisfies the ral Education requirement in Minority/Women's Studies. Prerequisite: Any 100-level philosophy course, irst- Year Seminar taught by a member of the Philosophy Department, any course in Women's Studies, nsent. (Spring) **Fultner. 4**

sophy of Mind (PHIL-280)

course addresses fundamental questions regarding the nature of the human mind and thought. Students e introduced to the leading 20th century theories of mind as well as critical responses to these theories. will become acquainted with the works of philosophers such as J.J.C. Smart, Gilbert Ryle, Ludwig enstein, Daniel Dennett, Patricia and Paul Churchland, Jerry Fodor, Fred Dretske, Hillary Putnam, and

others. We will address questions such as whether we can know there are other minds, whether mental st are identical or reducible to brain states, how it is that our thoughts can be about anything at all, whether th is a "language of thought", and whether our ordinary talk about mental events genuinely explains hun actions. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of Philosophy Department, Neuroscience 200 or consent. (Spring) **Moller. 4**

Intermediate Topics Seminar in Philosophy (PHIL-291)
An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary fr semester to semester in accordance with current interests of students and faculty. Prerequisite: Any 100-l philosophy course, and First-Year Seminar taught by a member of the Philosophy Department or consent. 2002: Philosophical Issues in Architecture and Literature (Goldblatt); Spring 2003: Contemporary Eth Theory (Moller). **Staff. 4**

Intermediate Topics Seminar in Philosophy (PHIL-292)
An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary fr semester to semester in accordance with current interests of students and faculty. Prerequisite: Any 100-l philosophy course, and First-Year Seminar taught by a member of the Philosophy Department or consent. 2002: Philosophical Issues in Architecture and Literature (Goldblatt); Spring 2003: Contemporary Eth Theory (Moller). **Staff. 4**

Existentialism (PHIL-298)
This seminar will involve a study and discussion of the basic concepts and contentions of Existentialism they have developed primarily in the "classic" 19th and 20th Century literature of Existentialism - philoso ical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. lega rationality and the absurd, will be investigated and confronted. It is hoped that each student will use seminar both as a basis for becoming closely acquainted with Existentialism, and as an occasion for con to grips with and clarifying some of the fundamental value concerns and issues of his or her existence. requisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philos Department or consent. (Fall) **Santoni. 4**

Intermediate Topics in Philosophy (PHIL-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Metaphysics (PHIL-305)
Metaphysics is often regarded as the foundation of philosophy. To think metaphysically is to think rigoro about the ultimate nature of reality. This course is an examination of a variety of metaphyscial probl including personal identity, mind, causation, space, time and human freedom. Readings will include a mix of contemporary and classical sources including Plato, Hume, Leibniz, Schopenhauer, Ayer, Ryle, Moore others. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member o Philosophy Department or consent. (Not offered 2002-2003) **Goldblatt, Moller. 4**

Theories of Knowledge (PHIL-306)
An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches be assessed. Prerequisite: Any 100-level course in philosophy, any first-Year Seminar taught by a memb the Philosophy Department or consent. (Not offered 2002-2003) **Moller. 4**

Advanced Symbolic Logic (PHIL-312)
Topics in the philosophy of logic and the foundations of mathematics. A symbolic language for pred logic will be developed to the degree necessary for simple results in number theory, after which we proceed to prove Goedel's Theorem, and then to examine its philosophical implications (e.g., for ques

ıe philosophy of mind and artificial intelligence). Prerequisite: Philosophy 205 or Math 171 or consent. t offered 2002-2003) **Vogel. 4**

eteenth-Century Philosophy (PHIL-330)
; course examines some of the most important developments in European philosophy during the nineteenth ury. Figures to be read may include Hegel, Marx, Kierkegaard, Schopenhauer, Nietzsche, Mill, Frege, and rs. Prerequisite: one Philosophy course. (Not offered 2002-2003) **Vogel. 4**

temporary British and American Philosophy (PHIL-333)
course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell G.E. Moore (and their rejection of 19th Century British Idealism), through its development by the mem- of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, others. The aim will always be to understand the substantive concerns of the movement along with its ıodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, ɔsophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Pre- isite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy artment or consent. (Spring) **Goldblatt. 4**

temporary Continental Philosophy (PHIL-334)
course traces the development of Continental Philosophy from 1900 to the present, including the phe- enological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School Habermas; the hermeneutics of Gadamer and Ricoeur; and the post-structuralism of Foucault, Derrida, ɔthers. Prerequisite: Any 100-level course in Philosophy, any First-Year Seminar taught by a member of hilosophy Department or consent. (Fall) **Vogel. 4**

ɔsophy of Language (PHIL-360)
nature of language and meaning has been a pivotal concern of twentieth-century philosophers. This se will consider questions such as: What is a language? What is it for a word to have meaning? How is munication possible? Are meanings "in the head"? What is the relation between language and thought? course will address topics such as reference, the role of speaker intentions, and the indeterminacy of lation. Students will be introduced to several strands of philosophy of language such as formal semantics ɔrdinary language philosophy, and will become familiar with the writings of philosophers ranging from :, Russell, and Wittgenstein to Quine, Austin, Putnam, Searle, Chomsky, Davidson, and others. Prereq- : Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy tment or consent. (Not offered 2002-2003) **Fultner, Goldblatt. 4**

:ted Study (PHIL-361)
. 1-4

:ted Study (PHIL-362)
. 1-4

ɔendent Study (PHIL-363)
. 1-4

ɔendent Study (PHIL-364)
1-4

nced Topics Seminar in Philosophy (PHIL-391)
quiry into issues and problems that are now at the center of philosophical attention. Topics vary from ster to semester in accordance with current interests of students and faculty. (Not offered 2002-2003) **4**

Advanced Topics Seminar in Philosophy (PHIL-392)
An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary fr semester to semester in accordance with current interests of students and faculty. (Not offered 2002-20 **Staff. 4**

Advanced Topics in Philosophy (PHIL-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Seminar in Philosophy (Junior/Senior Seminar) (PHIL-431)
An intensive study in a major figure in philosophic thought. The topic varies from semester to semes depending upon the needs of the students and the interests of the Department. Recent seminars have dealt w Habermas, James and Dewey, Rawls, Kant, Nietzsche, Aristotle and Aquinas. Prerequisite: Any 100-le course in Philosophy , any First-Year Seminar taught by a member of Philosophy Department, junior/ser standing or consent. Fall: Robert Brandom (Fultner). **Staff. 4**

Seminar in Philosophy (Junior/Senior Seminar) (PHIL-432)
An intensive study in a major figure in philosophic thought. The topic varies from semester to semes depending upon the needs of the students and the interests of the Department. Recent seminars have dealt v Habermas, James and Dewey, Rawls, Kant, Nietzsche, Aristotle, and Aquinas. Prerequisite: Any 100-le course in philosophy, any First-Year Seminar taught by a member of the Philosophy department, Junior/Se standing, or consent. Spring: To be announced (Maskit). **Staff. 4**

Senior Symposium (PHIL-440)
In the spring semester, senior philosophy majors present a paper in a symposium format to their peers an philosophy faculty. The 12-page paper is the result of a year-long project. Students are also required to ac commentators for one other senior paper and to participate fully in all paper sessions. For senior philoso majors only. **All Staff Members. 1**

Senior Research (PHIL-451)
Staff. 4

Senior Research (PHIL-452)
Staff. 4

Honors Project (PHIL-461)
Staff. 4

Honors Project (PHIL-462)
Staff. 4

Philosophy, Politics and Economics (PPE)

Committee: Professors Sohrab Behdad, James R. Pletcher, Steven M. Vogel

Faculty: Robin Bartlett, Sohrab Behdad, David Boyd, Laura Boyd, Emmett Buell, Theodore A. Burczak, Davis, Paul Djupe, Barbara Fultner, David Goldblatt, Andrew Katz, Ross LaRoe, Anthony Lisska, Tim Miller, Mark Moller, James Pletcher, Ronald Santoni, Jules Steinberg, Steven Vogel, Andrea Ziegert

Departmental Guidelines and Goals

The PPE Program enables students to pursue a rigorous course of studies exploring the important histor methodological, and theoretical interconnections among the three indicated fields of study. It is desig specifically, to meet the needs of students seeking to understand the theoretical foundations of politica economic thought.

he PPE Program is overseen by the PPE Committee comprising one faculty member from each of the PPE epartments. Each PPE major must choose a member of the PPE Committee to serve as his or her PPE adviser. he PPE Committee (as a whole) must approve the individual program of each PPE student. Students wishing pursue a PPE major should contact one of the three PPE Committee members listed above.

PE Major

he course requirements for the PPE Program are divided into three sections, 1) Core Courses [12 courses], Electives [5 courses], and 3) Senior Research [one semester]. Core courses are chosen to provide students th a grounding in each of the three disciplines; electives allow each student to concentrate upon a specific ea or topic of interest; and the senior research project provides a culminating experience allowing students draw together their work in the three disciplines. In effect, the PPE major is a double major distributed ross three departments. Therefore, in keeping with college policy, students choosing the PPE major may t take any other major or minor.

ore Courses

ilosophy

1 or FYS 102 (Philos.)
1 Ethics
6 Social and Political Philosophy
0 Philosophy of Law

litical Science

2 American Political Behavior and Institutions
5 Introduction to Concepts in Political Philosophy
1 Introduction to Comparative Politics of Developed States or POSC 222 Comparative Politics of Developing Nations
3 or 304 The Development of Political Thought

nomics

Introductory Macroeconomics
Introductory Microeconomics
Intermediate Macroeconomics or 302 Intermediate Microeconomics
History of Economic Thought I or 402 History of Economic Thought II

ctives

tudent must select five additional advanced courses in at least two of the three departments. The courses ch satisfy this requirement must be approved by the PPE Committee. Under special circumstances, and h the approval of the PPE Committee, a student may be permitted to fulfill up to two of his or her elective uirements with courses outside of the Political Science, Economics, and Philosophy departments. It is the onsibility of each student s PPE adviser and, ultimately, the PPE Committee, to see that the student s rse of study realizes the overall goals of the PPE Program.

ior Research/Honors Project

ddition to completing the course sequence indicated above, each PPE student must complete at least one ester of senior research culminating in a senior research project or honors thesis linking the three areas approved by readers chosen from the three departments.

ditional Points of Interest

Proposal

n prospective PPE student must submit a formal PPE proposal by March 15 of his or her sophomore year, cating a general topic or theme that will serve as the focus of the major, and proposing a program of study

that includes specific plans as to which core courses and which electives will count towards the major. This proposal must be approved by the PPE committee before the student registers for the junior year. In addition, by the end of the junior year each PPE student must make a formal proposal for a senior research project which must again be approved by the PPE committee.

Course Offerings

Introductory Macroeconomics (PPE-101)
Course normally listed as ECON 101. **Staff. 4**

Introductory Microeconomics (PPE-102)
Course normally listed as ECON 102. **Staff. 4**

Enduring Questions of Philosophy (PPE-110)
Course normally listed as PHIL 101. **Staff. 4**

Ethics: Philosophical Considerations of Morality (PPE-121)
Course normally listed as PHIL 121. **Moller. 4**

Social and Political Philosphy (PPE-126)
Course normally listed as PHIL 126. **Goldblatt. 4**

American Political Behavior and Institutions (PPE-202)
Course normally listed as POSC 202. **Buell, Djupe. 4**

Introduction to Concepts of Political Philosophy (PPE-205)
Course normally listed as POSC 205. **Steinberg. 4**

Introduction to Comparative Politics of Developed States (PPE-221)
Course normally listed as POSC 221. **Davis. 4**

Comparative Politics of Developing Nations (PPE-222)
Course normally listed as POSC 222. **Pletcher. 4**

Philosophy of Law (PPE-250)
Course normally listed as PHIL 250. **Lisska. 4**

Intermediate Macroeconomics (PPE-301)
Course normally listed as ECON 301. **Alizadeh, Tatum. 4**

Intermediate Microeconomics (PPE-302)
Course normally listed as ECON 302. **Boyd, LaRoe. 4**

Development of Political Thought Machiavelli to Mill (PPE-303)
Course normally listed as POSC 303. **Steinberg. 4**

Development of Political Thought Marx to Present (PPE-304)
Course normally listed as POSC 304. **Steinberg. 4**

History of Economic Thought I (PPE-401)
Course normally listed as ECON 401. **Behdad, Burczak, LaRoe. 4**

'hysical Education

aculty

arry Scheiderer, Director of Athletics, Physical Education and Recreation

ynn Schweizer, Chairperson and Associate Director of Athletics, Physical Education and Recreation

ssociate Professors Sara Lee, Gregg Parini, Lynn Schweizer; Assistant Professors Michael Caravana, Christo- ıer Colopy, Pan Fanaritis, Nicholas Fletcher, Emily Krause, Gail Murphy, Rob Russo, Eric Winters

epartmental Guidelines and Goals

ırough the unique contribution of the programs of the Department of Athletics, Physical Education and ecreation, our mission is to provide men and women the opportunity for growth and development in their tellectual, physical and social lives. The Physical Education major is committed to providing students with e knowledge and skills necessary to provide future generations with the opportunity to improve their phys- al and mental well-being through programs of athletics, physical education and recreation.

l 100-level Physical Education activity classes/intercollegiate sports are offered for S/U credit. A student ay count toward graduation no more than four credits for participation experiences that are credited S/U, less such credits in excess of four are required for the student's major or minor.

ıe- and two-credit hour activity courses are offered for 14 weeks during the 1st and 2nd semester. Seasonal ort activities are offered for 7 weeks each quarter for 1/2 credit.

ıysical Education Major

student majoring in Physical Education must complete the core courses Phed 172, 344, 438 and 439. The dent must also elect one of the following concentrations and complete the courses listed by each.

aching Concentration

quired courses: Phed 340, 350, 375, 429, 430, Psych 200. Elective courses: Two courses from Phed 315,), 325, 328, 345

orts Management Concentration

quired courses: Phed 350, 429, 430, Econ 190, Psych 200 and 230. Elective courses: Two courses from ed 315, 320, 328, 340, 345

ıletic Training Concentration

quired courses: Bio 251, Phed 204, 325, 340, 345, 350, 420, 421, 435, 441.

students interested in pursuing Athletic Training as a potential career must apply for admission into Athletic Training Education Program. Those interested may contact the Physical Education Department retary or the Athletic Training Education Program Director for admission material and procedures. The ıerican Medical Association recognizes Athletic Training as an Allied Health Profession and Denison currently seeking accreditation from the Commission on the Accreditation of Allied Health Education gram. The mission of our program and the National Athletic Trainers Association is to enhance the quality ıealth care for athletes by working closely with physicians and other allied health professionals. Before udent athletic trainer can practice athletic training as a professional, the student must pass the national ification exam.

ching Concentration

dents interested in State of Ohio Teaching License should consult with the chairpersons of the Educa- and Physical Education departments. The students may pursue a teaching license in grades P-12 in the owing areas: Physical Education, Health Education or Physical Education and Health (dual licensure in

both). Refer to the Education Department guidelines as described in the Education section of this catalog. Application to the Teacher Education Program should be made as soon as possible after the first semester o the first year.

Physical Education Minors

The department offers the following minors:

Coaching Minor
The student must take Phed 172, 340, 350, 375. Electives: 4 courses from 300-400 level courses, and Phe 204.

Sports Management Minor
The student must take Phed 172, 350, 430; Econ 190, Psych 230. Electives: 3 courses from 300-400 leve courses, and Phed 204.

Sports Medicine Minor
The student must take Phed 172, 340, 344, 345, 350, 438, 439 and 441. Normally, this minor would giv students the opportunity to pursue pre-physical therapy or sports medicine in graduate school.

Additional Points of Interest

Physical Education activity classes that are 1/2-credit meet on a quarterly system based on two seven-we quarters each semester. All 100-level Physical Education courses will be graded on satisfactory/unsatisfacto basis.

Course Offerings

Introductory Topics in Physical Education (PHED-100)
A general cateogory used only in the evaluation of transfer credit. **Staff. 1-4**

Swim for Fitness (PHED-106)
This class is designed for the student who wants to learn, firsthand, the benefits and methods of aquat conditioning. After completing this course, the participant will have the knowledge necessary to organize personal conditioning program for lifetime fitness. The student should have a basic skill level in swimmin (Not offered 2002-2003) **Staff. 1**

Golf (PHED-120)
For players on every level. An introduction to the techniques and rules required for participation in the sp of golf. (Offered fourth quarter, spring semester) **Staff. 1**

Tennis (PHED-122)
For players on every level. An introduction to the techniques and rules required for participation in the sp of tennis. Doubles and singles strategy along with court etiquette will be taught. (Offered first quarter, f semester or fourth quarter, spring semester) **Burling. 1**

Racquetball (PHED-131)
For players on every level. Safety glasses required. Review the basic skills of serving, forehand and backha strokes. A variety of serves and kill shots are demonstrated. Strategy is discussed. The level of competiti provides enrichment and self-satisfaction. (Offered second quarter, fall semester and third quarter, spri semester) **Staff. 1**

door Soccer (PHED-151)
udents will learn the basic skills, rules and strategy, and apply them in game situations. (Offered third arter, spring semester) **Staff. 1**

oor Hockey (PHED-158)
udents will learn the basic skills, rules and strategy, and apply them in game situations. No previous expe- nce necessary. (Offered fourth quarter, spring semester) **Staff. 1**

fetime Fitness (PHED-160)
is course will provide the students with exposure to five areas of health and physical education which n be utilized to lead a healthy and fit lifestyle. The five areas include: strength training, running, nutrition, imming and aerobics. (Offered fall and spring semesters) **Staff. 1**

rength Training (PHED-161)
idents will learn and practice the principles of progressive resistance exercise, with an emphasis on safety tors; warm-up and stretching; selection of exercises and equipment; and the variation of sets and repetitions rformed. Nutrition as it relates to strength training will also be covered. (Offered fall and spring semesters) **aff. 1**

lf-Defense (PHED-162)
is course is for women to learn basic self-defense techniques to prevent sexual assault. We will discuss and ctice strategies that can be used in a variety of self- defense situations, including street and job harass- nt, date-rape, and stranger assault. Students will learn to combine mental, verbal and physical self-defense hniques in their personal lives. (Offered third quarter, spring semester) **Schipper. 1**

robics (PHED-163)
ff. 1

f-Defense Advanced (PHED-165)
s course is for women and is a continuation of 162. Students will gain more experience in basic self- ense strategies and techniques. In addition, we will address more complicated situations, covered only fly in the first semester, such as fighting from the ground, defending yourself with or against a weapon, and ense against multiple attackers. Prerequisite: 162 or equivalent. (Offered fourth quarter, spring semester) **ff. 1**

kwondo (Self-Defense) (PHED-166)
s is a basic level self-defense course in which students will learn the fundamental kicking and punching ls of Taekwondo. A large portion of the class will involve conditioning. Students will have the opportunity omplete testing and certification for different levels of belts. Fee: $115 (Offered first quarter, fall semester third quarter, spring semester) **Staff. 1**

st Aid and CPR (PHED-172)
dents meeting the basic standards will receive American Red Cross certification in first aid and CPR. fered second quarter, fall semester and fourth quarter, spring semester) **Krause, Schweizer. 1**

eball (Men) (PHED-180)
ddock. 1

ketball (Men) (PHED-181)
ff. 1

ss Country (Men) (PHED-182)
rens. 1

Football (Men) (PHED-183)
Fletcher. 1

Golf (Men) (PHED-184)
Barclay. 1

Lacrosse (Men) (PHED-185)
Caravana. 1

Soccer (Men) (PHED-186)
Russo. 1

Swimming (Men) (PHED-187)
Parini, Staff. 1

Tennis (Men) (PHED-188)
Burling. 1

Indoor/Outdoor Track (Men) (PHED-189)
Fanaritis. 1

Basketball (Women) (PHED-190)
S. Lee. 1

Softball (Women) (PHED-191)
Bruder. 1

Field Hockey (PHED-192)
Soteriades. 1

Lacrosse (Women) (PHED-193)
Brzezowski. 1

Swimming and Diving (Women) (PHED-194)
Parini, Staff. 1

Tennis (Women) (PHED-195)
Burling. 1

Indoor/Outdoor Track (Women) (PHED-196)
Fanaritis. 1

Volleyball (Women) (PHED-197)
S. Lee. 1

Soccer (Women) (PHED-198)
Murphy. 1

Cross Country (Women) (PHED-199)
Torrens. 1

Red Cross Lifeguard Training (PHED-201)
This course is designed to certify students in CPR, first aid and American Red Cross Lifeguard Traini Certification may qualify students for employment as a lifeguard at pools and camps. (Offered third quart spring semester) **Staff. 2**

/ater Safety Instructor (PHED-202)
ıccessful completion of this course leads to American Red Cross Certification as a WSI. This course will rtify students to teach a variety of swim courses including Infant and preschool skills, beginning to advanced vimming skills, community water safety, basic water safety and water safety instructor aide. Prerequisite: 17 ars of age, basic rescue skills, swim 50 yards each of the following strokes: freestyle, backstroke, sidestroke, eaststroke, elementary backstroke and swim butterfly 10 yards. Students will experience practice teaching faculty/staff children. (Offered fourth quarter, spring semester) **Staff. 2**

kin and Scuba Diving (PHED-203)
ıccessful completion of this course will lead to national certification as a YMCA Open Water Diver. Stu-nts must furnish mask, fins and snorkel, and field trip expenses. Prerequisites: above average swimming ills, good physical condition, free of chronic sinus or ear conditions and asthma. (Offered spring semester) **ırclay. 2**

)plied Anatomy and Physiology (PHED-204)
iis course will provide an initial step toward understanding the function of the human body as well as reveal anatomic organization and physiological processes by which humans function. This applied anatomy and ysiology course will introduce the student to the basic structure and function of the human body while interrelations between bodily systems is demonstrated. Students will discover these principles through a ture format class that provides time for tactile learning. Students will be expected to complete multiple mputer- stimulated dissections. (Offered spring semester) **Winters. 3**

termediate Topics in Physical Education (PHED-299)
general category used only in the evaluation of transfer credit. **Staff. 1-4**

inciples of Strength Training and Condition (PHED-315)
is course will explore the scientific principles, concepts and theories of strength training and condition-. The student will study the principles founded in the exercise sciences and examine how they can best applied in designing effective and safe strength and conditioning programs. (Offered spring semester) **tcher. 4**

)men in Sport (PHED-320)
s course is designed to give students a comprehensive look at women in sport: past, present and future. This ırse will examine, analyze and synthesize the issues surrounding women and sport from historical, psy-)logical, sociological, physiological, political and philosophical perspectives. Cross listed with Women's dies. (Offered spring semester) **S. Lee. 4**

/chology of Sport (PHED-325)
s course will explore the theoretical and empirical research pertaining to the psychological determinants of etic performance. Areas of interest will include the history of sport psychology, personality, motivation, l setting, fundamental beliefs, anxiety, causal attribution, communication and intrateam dynamics. The minating experience of the course will be a major paper in which the students will be expected to apply)ry and research into a practical setting as they design a program to help improve some aspect of their etic performance. Class includes a lab designed to be a setting in which students can gain field experience)ugh the practical application of the theories of sport psychology. **Fanaritis. 4**

ıtemporary Issues in Physical Education, Health and Sports (PHED-328)
s course will deal with the social, psychological, and ethical issues in physical education and sports. Topics e covered will include: sexism, racism, children in sport, competition, social aspects of sports, high school college sports and professional sports. All stages of physical education and sports will be included from eational play to professional athletics. (Offered fall semester) **Caravana. 3**

Basic Athletic Training (PHED-340)
This course is designed to present the basic concepts and principles of athletic training and first aid, including family safety. In addition to the 4 hours of class each week, the student will also participate in a unique 2-hour lab experience per week. Prerequisite: Consent of instructor. (Offered fall semester) **Hortz. 4**

Personal and Community Health (PHED-344)
A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. (Offered spring semester) **Staff. 3**

Nutrition (PHED-345)
This course is designed to present the foundation of nutrition as it relates to physical education, athletics and the active population. The student will study the physiological processes involved in nutrition, as well as healthy eating habits, nutritional programming, and the disorders involved in the nutritional realm. Prerequisite: PE 344, Personal and Community Health. **Staff. 4**

Practicum in Physical Education (PHED-350)
Through practical experience the Physical Education major/minor will deal directly with the specific area of concentration within the major/minor. Must have prior coaching or playing experience in high school or college. (Offered fall and spring semesters) **Schweizer. 1-3**

Directed Study (PHED-361)
Staff. 1-4

Directed Study (PHED-362)
Staff. 1-4

Independent Study (PHED-363)
Staff. 1-4

Independent Study (PHED-364)
Staff. 1-4

Coaching Methods (PHED-375)
This course will introduce students to the art and science of coaching. The student will see the principles of coaching as digested from the fields of sport psychology, sport pedagogy, and sport physiology and receive useful advice from the field of sport management. (Offered spring semester) **Russo. 3**

Therapeutic Modalities in Athletic Training (PHED-420)
This course is designed to present the foundation of therapeutic modalities in athletic training. Among the topics covered are inflammation, tissue repair, thermal agents, cryotherapy, hydrotherapy, ultrasound and electrical agents as they relate to the human body and the wound healing processes. (Offered fall semester) **Winters. 3**

Therapeutic Exercise in Athletic Training (PHED-421)
This course is designed to present the foundation of therapeutic exercise in athletic training. Among the topics covered are range of motion, resistance exercise, stretching, joint mobilization and proprioception/kinesthesis as they relate to the human body and the restoration of function. (Offered spring semester.) **Winters. 3**

History, Philosophy and Principles of Physical Education, Health and Sport (PHED-429)
This course is designed to present the foundation of Physical Education and Athletics through a study of the history of each. The student will study the relationships and the cultural, educational, economic and philosophical factors influencing the growth and development of Physical Education and Athletics. The student will study the source and data of principles of Physical Education and Athletics. (Offered spring semester) **Schweizer. 4**

rganization and Administration of Physical Education, Health and Athletics (PHED-430)
is course is designed to study the organization and administration of programs devised for each area and consider the future directions which are probable, desirable, and achievable in physical education and letics. (Offered spring semester) **Murphy. 3**

hletic Training Administration (PHED-435)
is course is designed to disseminate knowledge unique to administration of health care within an athletic partment as a whole. The course's content centers around topics such as medical documentation, medical al issues, organization of physical examinations, emergency medical plans, health insurance, health care ctice, as well as budgeting, facilities and employment issues facing health care practice. (Offered spring nester) **Colopy. 3**

ercise Physiology (PHED-438)
study of the physiological processes involved in athletic performance including energy metabolism, neuro-scular concepts, cardiovascular aspects, physical training, nutrition, body composition and ergogenic aids. requisite: PHED 204. (Offered fall semester) **Parini. 3**

nesiology (PHED-439)
study of anatomical and mechanical fundamentals of human motion with the application of analysis to tor skills. Prerequisite: PHED 204. (Offered spring semester alternate years) **Fletcher. 3**

vanced Athletic Training (PHED-441)
s course is designed to present the evaluation of athletic injury and illneses, and principles for evaluation thletic injury and illnesses. Prerequisite: PHED 204. (Offered fall semester) **Krause. 4**

nior Research (PHED-451)
ff. 4

nior Research (PHED-452)
ff. 4

nors Project (PHED-461)
ff. 4

nors Project (PHED-462)
ff. 4

ysics

culty

ociate Professor C. Wesley Walter, Chair

ociate Professors Kimberly A. Coplin, N. Daniel Gibson, C. Wesley Walter; Assistant Professors Steven Doty, Prabasaj Paul

partmental Guidelines and Goals

study of physics is a challenging and intellectually rewarding activity elected by those who seek to pen and broaden their appreciation and understanding of the physical world and of their relationship to o this end courses offered by the Department of Physics and Astronomy are designed to bring the student n increasingly independent level of investigation in experimental and theoretical physics, and to a level of istication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teach ing, has proven desirable for those preparing for careers in engineering, medicine, business, computer scienc law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goal of the individual.

For off-campus research opportunities in Physics, see the Oak Ridge Science Semester listed elsewhere i this catalog.

Physics Major

A student desiring to major in Physics, or Physics with a concentration in Astronomy, Geophysics, or i related fields, should consult early with a member of the Department. The minimum requirements for th major in Physics qualifying for the B.A. degree include,Physics 125, 126, 127, 200, 211, 305, 306, 312p 312g, two semesters of 400, and the comprehensive experience, consisting of a comprehensive examinati and an independent research project. (Students who have taken Physics 121-2 should consult with the cha about requirements.) All majors are required to complete the following four courses in the Department Mathematical Sciences: Math 123, 124, 222, 351. Students wishing to qualify for the B.S. degree must tal two additional physics courses, 330 and one course from among 220, 320, 345, 405, and 406. Majors normal are expected to become proficient in computer programming and data processing.

Students preparing for graduate work in Physics, Astronomy, or related fields are advised to elect the B. degree in Physics, and to take a total of at least six courses in the Department of Mathematical Sciences. Tv or more courses taken in other science departments (Biology, Chemistry, Geology) are desirable.

Physics Minor

A minor program in Physics is designed to be flexible and to complement the student's major program. T student, in consultation with the Physics and Astronomy Department, will develop a minor program whi will broaden and enhance both the liberal arts experience and the student s major program. The minor sh include: Physics 125, 126, 127, and Mathematics 123 and 124. (Students who have taken Physics 121 should consult with the chair about requirements.) In addition, three courses at the advanced level (200 a above) in Physics are required for the minor. One of the three courses shall include a significant laborat component. These courses will be selected to provide a perspective on the discipline with the specific nee of the student in mind. In addition to these requirements, a final culminating experience will be design by the Department and the student. As an example, if the student's major requires a comprehensive exa then additional questions from Physics might be included which would tend to integrate or connect the t disciplines. Another possibility might include an interdisciplinary research that bridges the major and mi areas.

Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 125, 126, 127, 211, 305, 306, 312g, Mathemati Sciences 123, 124, 351, and Geology 111, 113, 211, 212, and 311. In addition, an independent comprehens project (experimental or theoretical) is required during the senior year. Students with an interest in geophys should consult with the Physics and Geology chairpersons not later than their sophomore year.

Additional Points of Interest

Engineering

Denison offers the opportunity to study engineering via three-two dual degree programs undertaken in operation with leading schools of engineering. Students interested in these programs should consult e

th the Pre-Engineering Director, Professor Doty. Additional details can be found in this catalog under Pre-
ofessional Programs.

fety Glasses

rtain courses in this department require the use of safety glasses. These courses are designated with the
rds Safety Glasses Required at the end of their descriptions. A full statement on the use of safety glasses
vailable (see page 241).

urse Offerings

rrent Topics in Physics (PHYS-100)

signed principally for students not contemplating a major in the sciences, but who nevertheless wish to
elop their ability to figure things out about the physical world for themselves. Recently, the course has fo-
ed on the physics of societal concerns such as energy and the environment. The laboratory, an integral part
he course, will serve to introduce the student to the observation, measurement, and analysis of phenomena
ctly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is
med to include high school algebra and geometry. **Staff. 4**

neral Physics I (PHYS-121)

s course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics
its approach toward an understanding of natural phenomena. The course includes an introduction to the
sics of the 20th Century. Four lectures and one two-hour laboratory each week. Safety glassess required.
equisite: Math 121 or 123 or concurrent. **Staff. 4**

neral Physics II (PHYS-122)

course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics
its approach toward an understanding of natural phenomena. The course includes an introduction to the
sics of the 20th Century. Four lectures and one two-hour laboratory each week. Safety glasses required.
equisite: Math 121 or 123 or concurrent. **Staff. 4**

rk to Cosmos: Frontiers of Contemporary Physics (PHYS-125)

course is designed for first-year students who intend to major in physics or pre-engineering. The goal of
sics 125 is to stimulate interest in physics by exposing students to topics that are at the current frontiers of
ics and to help students develop quantitative reasoning and analytical skills that are necessary for further
y in physics. Topics possibly covered include relatively, particle physics, cosmology, QED, and basic
tum mechanics. The course is intended to help students make a smooth transition from high school math
physics courses to our Principles of Physics course (126-127). Fall semester. Prerequisite: Math 123 or
urrently. **Staff. 4**

ciples of Physics I (PHYS-126)

course is designed to provide a thorough quantitative understanding of the principles of physics and its
ach toward investigating natural phenomena and the universe around us. This calculus-based sequence
marily designed for those interested in physics, astronomy and pre-engineering. This course is also
priate for those majoring in other physical sciences (see also Physics 122-122). Four lectures and one
our laboratory each week. Safety glasses required. 126 - Spring semester. Prerequisite: 125, Math 124
ncurrent. 127 - Fall semester. **Staff. 4**

ciples of Physics II (PHYS-127)

course is designed to provide a thorough quantitative understanding of the principles of physics and its
ach toward investigating natural phenomena and the universe around us. This calculus-based sequence
marily designed for those interested in physics, astronomy and pre-engineering. This course is also
priate for those majoring in other physical sciences. (see aso Physics 121-122). Four lectures and one

two-hour laboratory each week. Safety glasses required. Prerequisite: Math 121/Math 123 or concurrent. 12
- Fall semester. Prerequisite: 126. **Staff. 4**

Introductory Topics in Physics (PHYS-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Modern Physics (PHYS-200)
A quantitative study of topics in modern physics including special and general relativity, atomic and nuclea
physics, molecular and solid state physics, with particular emphasis on analytical techniques. Spring semeste
Prerequisites: 122 or 127, Math 222 or concurrent. **Staff. 4**

Electronics (PHYS-211)
A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, ar
other solid state devices. Spring semester. Prerequisite: 122 or 127 or consent. **Staff. 4**

Geometrical and Physical Optics (PHYS-220)
A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a stu
of diffraction, interference, polarization, and related phenomena. This course normally will be offered
alternate years. The course includes a laboratory. Prerequisite: 122 or 127. (Offered Spring 2003) **Staff. 4**

Intermediate Topics in Physics (PHYS-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Classical Mechanics (PHYS-305)
A course in classical mathematical physics designed to provide the student with a basic understanding of t
methods and procedures of physical analysis. Fall semester. Prerequisite: PHYS 127, Math 351 or concurre
Staff. 4

Electricity and Magnetism (PHYS-306)
A course in the theory of electromagnetic interactions, including the sources and descriptions of electric a
magnetic fields, Maxwell's equations, and electromagnetic radiation. Spring semester. Prerequisite: 305
consent. **Staff. 4**

Experimental Physics (PHYS-312)
A course in the theory and practice of physical research with emphasis on the understanding and use
present-day research instrumentation. Fall semester. Prerequisites: 122 or 127, 211 recommended. May
repeated once for credit. Safety glasses required. **Staff. 4**

Thermodynamics (PHYS-320)
Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will
offered in alternate years. The course may include a laboratory. Prerequisite: 127. (Offered Spring, 20
Staff. 4

Introductory Quantum Mechanics (PHYS-330)
A first course including solutions of the Schroedinger Equation for some elementary systems, followed
an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305-306, Math 35
consent. **Staff. 4**

Advanced Topics (PHYS-340)
Independent work on selected topics at the advanced level under the guidance of individual staff memb
May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and conser
chairperson. **Staff. 1-2**

cial Topics in Physics (PHYS-345)
ics will be chosen according to the interests of the staff member offering the course from such areas nergy, the solid state, laser physics, nuclear physics, astrophysics, geophysics and medical physics. The rse normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: 122 27 or consent. **Staff. 4**

ected Study (PHYS-361)
equisite: Consent of chairperson. **Staff. 1-4**

ected Study (PHYS-362)
equisite: Consent of chairperson. **Staff. 1-4**

ependent Study (PHYS-363)
f. 1-4

ependent Study (PHYS-364)
f. 1-4

anced Topics in Physics (PHYS-399)
neral category used only in the evaluation of transfer credit. **Staff. 1-4**

sics Seminar (PHYS-400)
ent topics in physics. May be repeated. **Staff. 1**

anced Dynamics (PHYS-405)
urse extending the work of 306 to include more general boundary value problems, additional implica- of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern ical optics. Prerequisite: 306 or consent. **Staff. 3**

tromagnetic Theory (PHYS-406)
urse extending the work of 306 to include more general boundary value problems, additional implica- of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern ical optics. Prerequisite: 306 or consent. **Staff. 3**

or Research (PHYS-451)
equisite: 312 or consent of chairperson. **Staff. 4**

or Research (PHYS-452)
equisite: 312 or consent of chairperson. **Staff. 4-5**

ors Project (PHYS-461)
quisite: 312 or consent of chairperson. **Staff. 0-4**

ors Project (PHYS-462)
quisite: 312 or consent of chairperson. **Staff. 4**

hing Methods in Physics (PHYS-470)
course is designed to provide an understanding of the basic methods used to teach physics. This course marily for those majoring in physics, astronomy and pre-engineering. One-hour laboratory each week. quisite: 121-122 or 126-127. Required of Teaching Assistant. **Staff. 1**

Political Science

Faculty

Associate Professor Andrew Z. Katz, Chair

Professors Emmett H. Buell, Jr., Jules Steinberg; Associate Professors James R. Pletcher, Andrew Z. Ka
Assistant Professor Sue Davis, Paul A. Djupe

Departmental Guidelines and Goals

Political Science Major

This applies to the class of 2004 and those following (see department for requirements for classes 2003).

A student majoring in Political Science is required to take nine courses distributed in the following manne

1. At least one course, at either introductory (200) or advanced (300) level in each of the following subfields:
   a. American politics;
   b. political theory;
   c. comparative politics/international relations;
2. POSC 212: Analyzing Politics (methods); this course cannot fulfill a subfield distribution requirement;
3. A senior seminar in either the junior or senior year; seminars cannot fulfill a subfield disribution requirement.

In addition, the following rules apply:

4. No more than three 200-level courses will count toward the major (not including POSC 212);
5. Neither directed study nor independent study courses may be used to fulfill major requirements;
6. The two-semester senior research sequence counts as ONE course for the major.

Political Science Minor

A student minoring in Political Science is required to take six courses distributed in the following manner

1. At least one course, at either introductory (200) or advanced (300) level in each of the following subfie
   a. American politics;
   b. political theory;
   c. comparative politics/international relations;
2. POSC 212: Analyzing Politics (methods); this course cannot fulfill a subfield distribution requirement.

In addition, the following rules apply:

3. A senior seminar is not required for minors; however, if a seminar is taken it cannot fulfill a subfield distribution requirement;
4. No more than two 200-level courses will count toward the minor (not including POSC 212);
5. Neither directed study nor independent study courses may be used to fulfill minor requirements.

ditional Points of Interest

: Richard G. Lugar Program in Politics and Public Service

s is a program for students interested in the workings of the national government and in the making of lic policy. Enacted by the faculty in its October 1994 meeting, the program is named after Senator Richard ugar of Indiana, a 1954 graduate, Rhodes Scholar and Denison Trustee.

oired by Senator Lugar's legacy of academic excellence, distinguished record of public service, and promi- role in American foreign policy, the program is offered to interested students of varying majors. To be ified as a Lugar student, one must complete four courses in American political institutions and U.S. for- policy, undertake a congressional internship during the academic year or May Term, and contribute to a or-year discussion of the program's influence on present knowledge and future aspirations.

course requirements for the Lugar program have been intentionally limited to four in order to interest nts of varying backgrounds and majors. We encourage majors in economics, sociology, communication other disciplines to apply. Political Science students may easily fit the Lugar requirements into their or. Participants must take four of the seven courses listed below: The 319 course on Congress must be n prior to the congressional internship; one of the three remaining courses must be on U.S. foreign policy, ther 358 or 359. The specific courses are:

ical Science 202: American Political Behavior and Institutions
ical Science 315: American Public Policy
ical Science 319: The Politics of Congress
ical Science 320: The American Presidency
ical Science 321: Selecting the President
ical Science 350: The Supreme Court and the Political Process
ical Science 358: Foreign Policy Formulation
ical Science 359: The Conduct of American Foreign Policy

r Programs

Political Science Department participates in the interdepartmental major in Philosophy, Politics and Eco- cs (PPE) (see page 168). The department also participates in the interdisciplinary International Studies am (see page 138).

rse Offerings

ductory Topics in Political Science (POSC-199)

neral category used only in the evaluation of transfer credit. **Staff. 1-4**

rican Political Behavior and Institutions (POSC-202)

lly taught by more than one instructor each semester, the specific content of this course varies somewhat ction. Professor Buell focuses on the Congress, presidency, and judiciary and makes extensive use of ederalist papers and selected Anti-Federalist writings to highlight enduring issues in the origins, devel- nt, and operations of the republic from the founding to the present. Professor Djupe takes a holistic ach to American politics, introducing the American social and political context, institutions, significant cal actors, and policy outputs. Open to all students, this course meets the Lugar program requirements. **, Djupe. 4**

ted Topics in Political Science (POSC-203)

course permits the investigation of significant political problems at the introductory level, and will vary tent according to the interest of the instructor. **Staff. 4**

Introduction to American Political Thought (POSC-204)
An introduction to the different theoretical dimensions characteristic of American political experience. Em phasis will be placed on examining the meaning of American constitutionalism, exploring the developme and transformation of American liberalism and conservatism, analyzing the relationship between theories democracy and elitism, and interpreting the historical development and transformation of American capita ism. **Steinberg. 4**

Introduction to Concepts in Political Philosophy (POSC-205)
This course is designed to introduce students to normative political theory by teaching students how to normative political theory, rather than by studying the ideas of different political theorists. Emphasis w be placed on an understanding of important moral and political concepts, and on the problems involved providing a moral justification of political conduct in terms of diverse sets of value perspectives. The object of the course is to introduce students to normative political argument and as such, to create an understandi of precisely what is involved in reasoning and arguing about politics from normative philosophical foundati **Steinberg. 4**

Analyzing Politics (POSC-212)
This course introduces students to the discipline of political science as a bridge to upper level courses. Ba definitions, fundamental concepts, and various approaches used in the empirical study of politics are cussed. The course acquaints students with how political scientists think about studying society and provi a basis for more sophisticated research and understanding of empirical political theory, as well as skills systematically analyzing political and social issues. Students will explore and use statistics and quantitat methods in the lab to address substantive research questions. **Djupe. 4**

Introduction to Comparative Politics of Developed States (POSC-221)
This course will introduce students to the politics of the major constitutional democracies of Western Eur Canada and Japan. Much of the course will focus upon politics of individual countries, the course will seek to compare political phenomena across and look at some conceptual and theoretical issues that th systems have in common. Political parties, political forces and interests, representation, elections, executiv bureaucracy and ethnicity will be among the subjects of comparative analysis. **Davis. 4**

Comparative Politics of Developing Nations (POSC-222)
This course explores problems of stability, development and democracy in developing nations by employ basic concepts of comparative politics. Course discussions and readings will focus on concepts and will ap these to case studies drawn from Latin America, Africa and Asia. Emphasis will be placed on learning anal skills through essay examinations and papers. **Pletcher. 4**

Introduction to International Politics (POSC-242)
This course provides an introduction to both the language used to describe international politics and ways relationships between actors on the world stage may be analyzed. Relying on history and contempo events to illuminate key concepts, we cover the causes of war and peace, the role of economics in internati affairs and the place of morality in statecraft. This course is recommended for advanced study in the area international relations and foreign policy. **Katz, Pletcher. 4**

Intermediate Topics in Political Science (POSC-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Public Policy Analysis (POSC-301)
This course is designed to offer a comprehensive overview of the theoretical explanations and research t employed in public policy analysis. The scope of the course will emphasize the relationship between t retical explanations of policy making and the methodological approaches that have been designed to pro empirical tests for such theories. The theoretical approaches covered will include formal models of pu choice, regulatory policies, and comparative public policy and evaluational approaches. The methodo

ıl topics will include regression analysis, quasi-experimental research design, risk assessment, and causal odeling. Consent required. **Staff. 4**

he Development of Political Thought-Ancient (POSC-302)
n introduction to classical Greek moral and political discourse and experience. Particular attention will be ven to the moral and political reflections of Socrates, Plato, and Aristotle. The objective of the course is understand classical Greek moral and political philosophy in terms of its particular historical and cultural ntexts, as well as attempting to examine the possible relevance of the writings we shall investigate to ntemporary moral and political thought and experience. **Steinberg. 4**

ıe Development of Political Thought - From Machiavelli to Mill (POSC-303)
ıe emphasis of this course will be on examining the political ideas of a variety of different political thinkers)m Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also and determine the impact of traditional political ideas on contemporary political thought and practice. **einberg. 4**

ıe Development of Political Thought: Marx to Present (POSC-304)
e purpose of this course is an examination of political thought from Marx to the present. Emphasis will be ıced on the influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

minist Theory: Gender Justice (POSC-307)
is course examines various ways of understanding gender by looking at a variety of theories or philosophi- perspectives within feminist thought. The emphasis upon justice is an emphasis upon developing concrete)posals to move us closer to justice for men and women in both the private and public realm – the world of itics which includes work and governance. **Staff. 4**

litics of the Third World (POSC-308)
's course explores the politics of developing countries of Asia, Africa and Latin America in their historical ioeconomic contexts. The goals of the course include familiarizing students with the details of politics elected countries and understanding important concepts of political science by applying them to the case dy countries. Emphasis will be placed on using concepts and theories to analyze and critique arguments. prior knowledge of the developing world is required. However, students will be expected to identify and lyze issues germane to the developing world, read and critique systematically, form and defend arguments opinions, conduct independent library research, pose researchable questions, and discuss readings and earch findings in class. **Pletcher. 4**

t-modernism and Public Policy (POSC-309)
's course will explore post-modernism, a new area of inquiry that focuses on how language and culture struct our understanding of ourselves, our public political life and our moral codes. Students will read texts in this area to understand how the "self" has been constructed in Western tradition and to critically uate the new post-modern ways of thinking and methods of analysis. Students will be encouraged to use -modernism to examine and develop current public policies. **Staff. 4**

nocracy for All? Race/Ethnicity and Gender in America (POSC-310)
course will examine different theories of a democratic system which have been proposed by American)lars who have responded to the issues raised by those concerned about the opportunity for women and orities to participate as full citizens in the American system. The focus on current democratic theories examine models of democratic institutions for nation state governance and for governance in daily life tutions such as the family, school, workplace and local communities. Students will be encouraged to ct on their own models of responsive and ethically responsible democratic practices. **Staff. 4**

tical Organizations in the U.S (POSC-311)
nocracy is unthinkable save in terms of the parties." Yet, some, including the Founding Fathers, have been sure of Schattschneider's truism, warning of the mischiefs of faction. Political organization, however, by

most accounts has been the engine and structure of American democracy throughout its two centuries. Parties interest groups, and social movements have formed and acted to create and insure that American democracy truly is of, by, and for the people. In the course, we will investigate the formation, maintenance, and death of political organizations, the effectiveness and representative nature of political organizations, the strategies and resources of organizations, as well as recent challenges by such factors as increased individualism, media technology and money. Organizations considered may include: the Republican, Democratic, and third parties major interest groups such as the Sierra Club, AARP, NRA, Christian Coalition, Chamber of Commerce, and unions; and social movements such as the women's, civil rights, and Christian conservative movements **Djupe. 4**

Religion and Politics in U.S. (POSC-312)
This course offers an intensive analysis of the many connections between the American religious and political systems. Students will first consider religion's historical role in shaping American political culture. Other topics to be covered include the constitutional relationship between church and state, the religious dimension of American political behavior, religious influences on political institutions and decision makers, religious interests group activity and its impact on public policy, and the salience of religious factors in contemporary politics. **Djupe. 4**

American Political Behavior (POSC-313)
This course focuses on the involvement of the public in American political processes. We will address such questions as: Why do citizens vote? For whom do they vote? How else do citizens involve themselves in the political process and why? What does the public think about political issues? What forces can change the nature, concerns, and behavior of the electorate? What are the prospects for a workable participatory democracy in America? The course is geared toward the conduct of statistically-based research on substantive problems in American political behavior. **Djupe. 4**

American Public Policy (POSC-315)
This course is designed to explore issues in U.S. public policy through the use of various tools of analysis and evaluation to assess the process and outcomes of policy-making. Emphasis will be placed on understanding American policies, such as education, welfare, defense, health, energy, environmental protection, crime, and equal opportunity from within political, rational and ethical perspectives. Each student will research and evaluate or design a public policy of their choice. The course may include an internship experience requirement. This course meets the Lugar program requirements. **Djupe. 4**

Women and American Politics (POSC-317)
This course will begin an analysis of women and American politics by starting with an examination of the women's movement from 1776 through contemporary political activity. The course will then turn to an examination of women's participation in governmental institutions especially Congress and the Executive Branch. The third portion of the course will focus on women and public policy. **Staff. 4**

The Politics of Congress (POSC-319)
This course focuses on the importance of bicameralism, congressional party leadership, the committee system, the oversight function, legislative process, congressional elections, and divided versus same-party government. Open to all desiring to learn more about Congress, this course must be taken by Lugar program students prior to undertaking a congressional internship. Political Science 202 is a prerequisite for taking this course. This course meets the Lugar program requirements. **Buell. 4**

The American Presidency (POSC-320)
This course focuses on the origins, development and exercise of presidential powers; the character, rhetoric and policies of individual presidents; and the evolution of a powerful executive branch consistent with the expansion of federal responsibilities. Presidential selection (presidential nominating politics, general election campaigns and the electoral college) is covered in Political Science 321. Unless the instructor's permission

btained, Political Science 202 is a prerequisite for taking this course. This course counts towards fulfillment Lugar program requirements. **Buell. 4**

lecting the President (POSC-321)

ivided into three parts, this course deals with party nominations of presidential candidates, general election mpaigns and ratification of the general election outcome by the electoral college. We spend most of our ne on presidential nominating politics, beginning with the history of presidential nominations from what e founders intended to the front-loaded, primary-dominated, media- and money- driven system currently in e. Some of the topics examined in depth include scheduling of presidential primaries and caucuses, cam- ign finance, media coverage of campaigns, divisive primaries, the national nominating convention, voting havior in primaries and in the general election, and the perennial debate between critics and defenders of e electoral college. When possible, the course includes direct observation of candidates and campaigns. No erequisites. This course counts toward the fulfillment of Lugar program requirements. **Buell. 4**

litics of Russia (POSC-322)

is course will focus on contemporary Russian politics with some reference to other Post-Soviet States. ssian politics cannot be understood without some historical context, so the course will spend a little time vering history under the Tsarist and Soviet regimes. The bulk of the course will deal with the Russian Feder- on under Presidents Yeltsin and Putin. Constitutional debates, federalism, ethnic issues, political struggles, Chechen War, changing relations with the US and NATO and more will be covered in addition to looking the institutional arrangements in Russia (executive, legislative, judicial). **Davis. 4**

litics in Eastern Europe (POSC-323)

is course will focus on the political choices and dramatic changes occuring in the region since 1989. In ler to understand these changes, some history will be covered in the first part of the course. The rest of course will be devoted to contemporary politics in eastern and central Europe with a focus on the Czech public, Poland, Romania, Ukraine, and two other countries to be chosen by the class. The course will o look at regional themes such as democracy, representation, institutional change, ethnic issues, political ggles, and foreign policies as well as important crises such as the war in Yugoslavia, the Kosovo crisis, plight of the Roma (gypsies), and more. **Davis. 4**

itics of Sub-Saharan Africa (POSC-324)

s course explores contemporary issues of political systems of Africa from a variety of theoretical perspec- es. These issues discussed include: political stability, democracy, economic development, and structual ustment. No prior knowledge of Africa is required, but students should be prepared to read detailed ana- c and historical texts and apply their insights to contemporary problems. **Pletcher. 4**

erica in Vietnam (POSC-326)

seminar will illuminate the key controversies of the Vietnam experience and trace their persistence in erican politics, foreign policy and military strategy. The course will trace the development of U.S. military diplomatic policy regarding Vietnam, assess the various lessons attributed to the Vietnam experience, and sider how application of these lessons has altered American's attitudes toward interventionism. **Katz. 4**

Middle East in World Affairs (POSC-327)

purpose of this course is to acquaint students with the political history, international significance and ensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming actability of its disputes, and petroleum, the Middle East is a region of vital importance to international tics. During the semester we will examine the role politics in the Middle East has played in world affairs, assess the future of the region as a crucial part of the international system. **Katz. 4**

tics of the Global Environment (POSC-328)

course is about the theoretical, political, and practical problems associated with environmental action. rse materials analyze various theoretical perspectives on the relationship between humans and nature,

and they illustrate how different ethics lead to widely diferent prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed (or not addressed) by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required. However, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. **Pletcher.**

Women and Political Leadership (POSC-333)
The course will involve the development of a theoretical model for leadership that explores political leadership as a vocation for citizens in the United States. The course will explore basic political questions about authority, the appropriate use of power, community building, ethics and responsibility for self and others. About one third of the course will involve introducing students to the logic of empirical inquiry - especially qualitative methods - so that they can design a leadership project that will involve the empirical study of leadership. Students will read biographies and autobiographies - many of them about or by women - to examine leadership in concrete situations, to develop their understanding of politics. The course will focus on women and political leadership. **Staff. 4**

The Supreme Court and the Political Process (POSC-350)
This course examines the profound importance of the U.S. Supreme Court in American politics. Contrary to Alexander Hamilton's assurance in Federalist 78, the Court has profoundly affected the strength, wealth and development of American society through its exercise of "mere judgment." In this connection we study the landmark decisions of each phase in the Court's history, note the great battles between Franklin D. Roosevelt and conservative justices on the "Old Man's Court," and revisit the issues in some of the Court's more controversial rulings. Political Science 202 is helpful but not required. This course meets the Lugar program requirements. **Buell. 4**

International Political Economy (POSC-355)
The purpose of this course is to explore different theoretical approaches to international politics and economics. The course will focus on U.S. foreign policy in the post-war international system, issues of trade and finance, and the impact these have had upon the problems of developing societies. Students are expected to bring to the course some prior knowledge of basic concepts of economics. Emphasis is placed upon analytical reasoning and persuasive argumentation. **Pletcher. 4**

Foreign Policy Formulation (POSC-358)
This course provides an assessment of the domestic factors responsible for the formulation of U.S. foreign policy. We will examine four categories of internal sources that impact on the response of the United States to external phenomena. Topics for analysis include: the Constitutional separation of powers, bureaucratic politics, the psychology of decision makers, as well as societal sources such as interest groups, public opinion and the media. This course meets the Lugar program requirements. **Katz. 4**

The Conduct of American Foreign Policy (POSC-359)
We will explore the evolution of U.S. foreign policy from the beginning of the Cold War through the present. The course will focus on the responses of successive American administrations to perceived, potential and actual threats to U.S. national interests. Emphasis will be on the development of the containment doctrine, its application in Vietnam, and subsequent efforts to replace containment during the post-Vietnam and post-Cold War periods. This course meets the Lugar program requirements. **Katz. 4**

Directed Study (POSC-361)
Directed Studies are undertaken at the initiative of the student and may involve any topic acceptable to student and an instructor. Written consent. **Staff. 1-4**

rected Study (POSC-362)
rected studies are undertaken at the initiative of the student and may involve any topic acceptable to the dent and an instructor. Written consent. **Staff. 1-4**

dependent Study (POSC-363)
itten consent. **Staff. 1-4**

dependent Study (POSC-364)
itten consent. **Staff. 1-4**

portant Problems in the Study of Politics (POSC-370)
is course permits the investigation of significant political problems in considerable depth, and will vary in tent according to the interests of the instructor. **Staff. 4**

men and Development (POSC-371)
e focus of this course will be on three interrelated issues: (1) the current state of development theory and ctice and the ways in which women are included and/or impacted, (2) feminist critiques and approaches conceptual issues involved in development and specific project implementation, and (3) an evaluation of cific development policies and projects in terms of their impact on women and national development goals. rough the investigation of development theory, development policy and the impacts of specific projects in turally specific contexts – primarily sub-Sarahan Africa, the Asian sub-continent and Latin America – dents will have the opportunity to grapple with the meanings of development globally, nationally and ally. By focusing on development theory, policy and practice, students will have the chance to look at the portunities and constraints inherent in the myriad of policies and practices known as "development" from ltiple perspectives of theorists, practitioners and participants. **Ranchod-Nilsson. 4**

vanced Topics in Political Science (POSC-399)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

ior Seminar (POSC-401)
n to juniors and seniors from all departments with the consent of the instructor. Preference will be given ne Political Science majors. **Staff. 4**

ior Seminar (POSC-402)
n to juniors and seniors from all departments with the consent of the instructor. Preference will be given ne Political Science majors. **Staff. 4**

ior Research (POSC-451)
tten consent. **Staff. 4**

ior Research (POSC-452)
tten consent. **Staff. 4**

iors Project (POSC-461)
tten consent. **Staff. 4**

iors Project (POSC-462)
ten consent. **Staff. 4**

Portuguese

Faculty

Professor Gary Baker, Chair

Assistant Professor Monica Ayala-Martinez

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind
intellectual freedom requires us to break away from the notion that our native language is the most natur
and apt means of expressing the full range of human experience. An education can start with the discovery th
all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, ar
establish relationships with others. Learning a foreign language contributes to our education by providing
intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be huma
Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its ov
cultural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventu
mastery of a foreign language. When students take full advantage of that opportunity, they can use the targ
language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of
foreign language in most of its courses because it believes that students can best appreciate a foreign cultu
from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study w
a variety of other academic areas, such as history, philosophy, international studies, environmental studi
biology, economics, political science, and English. Courses in area studies and literature, aside from th
intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms
intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison shou
consult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs
Opportunities to improve the student s command of the language are provided on the campus by the langu
tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Certification by the Department of Education of the State of Ohio requires a minimum of 45 semester-ho
of credit in one language, including courses at the beginning and intermediate levels.

Additional Points of Interest

General Departmental Regulations
Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary sch
will find it advantageous to begin their course work in the first year. The language requirement should
completed by the end of the junior year.

Multimedia Language Center
An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs,
MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar d
to research as well as discussions on authentic materials published on the web. All beginning courses (
and second semesters), meet in the MLLC once a week. The area is designed not only for individuali
instruction but also for group work and small seminars that use multimedia materials for class discussion

though the Department of Modern Languages offers majors in French, German and Spanish, they also er courses in other languages for the purpose of general education and support of other college programs. urses in Portuguese are listed below.

ourse Offerings

ginning Portuguese I (PORT-111)
comprehensive introductory course in modern Portuguese develops the four basic skills: aural comprehen-n, speaking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an ive vocabulary of 500-1000 words as well as basic grammatical patterns. (Not offered 2002-2003) **Ayala-rtinez. 4**

ginning Portuguese II (PORT-112)
comprehensive introductory course in modern Portuguese develops the four basic skills: aural comprehen-n, speaking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an ve vocabulary of 500-1000 words as well as basic grammatical patterns. (Not offered 2002-2003) **Ayala-rtinez. 4**

celerated Beginning Portuguese (PORT-209)
introductory course to the Portuguese language, and to Portuguese and Brazilian cultures. The course will elop the four basic skills of speaking, reading, writing and listening, emphasizing basic language structure. ill also present and analyze main aspects of the history of Portugal and Brazil, their cultural similarities differences. **Ayala-Martinez. 6**

elerated Beginning Portuguese (PORT-210)
ontinuation of Portuguese 209-01. The course will continue developing the basic language skills with an hasis on speaking, reading and writing. It will introduce students to different aspects of Portuguese and zilian popular culture. Important literary texts will be included as reading materials. When 209 and 210 completed, the "K" GE requirement will be considered met. **Ayala-Martinez. 6**

rmediate Portuguese (PORT-211)
f. 4

cted Study (PORT-361)
f. 1-4

cted Study (PORT-362)
f. 1-4

pendent Study (PORT-363)
f. 1-4

pendent Study (PORT-364)
. 1-4

Psychology

Faculty

Associate Professor L. Kaye Rasnake, Chair

Professors Harry Heft, Rita Snyder, Samuel J. Thios; Professor Emeritus Donald G. Tritt; Associate Pr
fessors Gina A. Dow, Frank Hassebrock, Susan L. Kennedy, David P.J. Przybyla, L. Kaye Rasnake; Assi
tant Professors Cynthia Bane, Douglas Cody Brooks, Sharon S. Hutchins, Sarah Hutson-Comeaux, Nest
Matthews, Marci McCaulay; Adjunct Assistant Professor Jeffrey W. Pollard

Departmental Guidelines and Goals

Some of the major goals of our course offerings in the Department include:

Presenting overviews of contemporary psychology, thus providing students with a sense of what psycholo
do;

Stimulating interest and curiosity about human and animal phenomena;

Indicating applications of psychology to personal and social issues. Some examples of these applicati
concern study techniques and academic performance, the effects of anxiety or stress on performance, the r
of prejudice in society, and conformity;

Developing an understanding of the nature of scientific inquiry and methodology;

Facilitating and encouraging the discovery of connections between psychology and other disciplines. So
examples of the connections include concerns of psychology and biology (e.g., neuroscience), psycholo
computer science, and philosophy (e.g., cognitive science), the psychological questions raised in literatu
and psychological assumptions in political and economic theories;

Fostering the formulation of a personally meaningful and sophisticated psychological perspective.

The first priority for all majors should be to obtain a firm foundation in the basic topic areas of psychology
in research methodologies. For this reason, psychology majors are urged to select a broad range of cou
in addition to those offerings that are particularly relevant to their primary interests. Students of psychol
should aim for both breadth and depth of knowledge in the discipline. The requirements for a major in p
chology at Denison are relatively flexible in order to provide students with the opportunity to select th
courses and experiences that best complement their personal goals. At the same time, however, the flexib
of these requirements requires that psychology majors work closely with their academic advisers to dev
an appropriate plan of study.

Psychology Majors

Degree Alternatives: The B.A. and the B.S.
Students may obtain either a Bachelor of Arts degree (B.A.) or a Bachelor of Science degree (B.S.) in
chology at Denison University.

The *B.A. in Psychology* requires *38-semester hours* of credit in Psychology. Required courses include:

a. General Psychology (100) (4 hours);
b. Research Methods in Psychology (200) (4 hours);
c. History and Systems of Psychology (410) (4 hours);
d. Two Psychology Research Courses; Research courses must be taken concurrently with their accomp
ing lecture courses (4 hours each). The FIRST research course must be a 200-level course (3 hours); the S
OND will be a 300-level course (3 hours).

0-Level Courses
11) Child and Adolescent Development: Research
16) Adult Development and Gerontology: Research
21) Social Psychology: Research
26) Environmental Psychology: Research
31) Industrial/Organizational Psychology: Research
41) Personality Psychology: Research
51) Abnormal Psychology: Research
71) Health Psychology: Research

0-Level Courses
1) Psychology of Learning: Research
6) Psychology of Language and Thought: Research
1) Cognitive Psychology: Research
1) Sensation and Perception: Research
1) Physiological Psychology: Research

One 300-level or 400-level Seminar course (4 hours)
wo additional electives (8 hours) selected from regular course offerings. Normally, Senior Research (451-), Individual Work for Honors (461-462) and Directed Studies (361-362) *will not* count toward the 38-r minimum requirement.

B.S. in Psychology requirements include the same requirements noted for the B.A. degree *and the following:*

An Additional Psychology Research Course (A total of three Psychology Research courses, each with its ompanying lecture course, is required: one each from the 200-level and 300-level groupings as required all Psychology majors and the third selected from the 300-level only;

tatistics for Behavioral Sciences (370);

OUR courses in the Natural Sciences (outside of the Psychology Department) or Mathematics and Com-r Science. This can be accomplished by taking TWO courses in two different departments or all FOUR be in the same department. All courses must be courses that meet requirements for the major in that rtment.

ond the degree requirements, the minimum credit hours necessary for the B.A. or B.S. can be obtained electing additional lecture courses and lecture-research courses as electives, by taking seminars (300, 4 its), and through participation in the field experience course (202, 2 credits).

ents who wish to be considered for high or highest honors in Psychology must take Senior Research -452). Departmental recommendations for honors will be made only if the eligible student has made ificant contributions to the department beyond classroom performance.

flexibility of these requirements places maximum responsibility upon the student to select a course of y most compatible with future goals. For example, Statistics for Behavioral Science is helpful for many r-level courses and is required for admission into most graduate schools, and either is a prerequisite r must be taken concurrently with Psychology 451-452 (Senior Research). Also, the Graduate Record nination is required for students applying to graduate schools, and careful course selection is important sure appropriate breadth of knowledge. Those contemplating graduate work also should consider courses e natural sciences, computer science, and foreign languages, as well as opportunities to become involved search activities in the department (for example, Directed Study, Senior Research, Research Assistant, All students are encouraged to work closely with their advisers in developing an appropriate program in ajor.

Psychology Minor

Students with a major in one of a number of departments will find a minor in psychology to be a significar contribution to their education. In order to best complement the major area of study, students should carefull select those psychology courses that have the most direct relevance to the major. These choices should b made in consultation with the academic adviser, as well as a member of the psychology faculty. A psycholog minor requires 27 semester hours of credit in psychology. The required courses are:

General Psychology (100) 4 credits
Research Methods (200) 4 credits
One 200-level research course taken concurrently with its
accompanying lecture course (7 credits)
Electives, 12 hours

The specific courses that fulfill the lecture and research courses are listed above.

Course Offerings

General Psychology (PSYC-100)
A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. T course includes the topics of development, social influence, learning, sensation and perception, cogniti personality, abnormal behavior, and brain and behavior. Lecture, research, demonstration, and outside readi are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part the course experience, students are required to participate in research conducted by the staff and advanc students, or to complete an equivalent assignment. 100 is a prerequisite for all other courses in the departme (Offered each semester) **Staff. 4**

Introductory Topics in Psychology (PSYC-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Research Methods in Psychology (PSYC-200)
An introduction to the principles and methods of psychological research and elementary statistical analy 200 is a prerequisite for all research courses. (Offered each semester) **Staff. 4**

Field Experience in Psychology (PSYC-202)
This course provides the opportunity to gain practical experience working with various agencies and scho where opportunities have been identified by the instructor. Graded S/U. This course may be taken a maxim of two times for a total of four credit hours with the following stipulations: (1) Only two credit hours count toward the 38-hour requirement for a Psychology major; (2) If taken twice, the two field settings m be substantially different and approved by instructor in advanced. Students are strongly encouraged to m arrangements with their field placement site prior to final registration. For details regarding this proced see the course instructor at the time of pre-registration. Consent for enrollment will be given only after completion of all arrangements. **Staff. 2**

Child & Adolescent Development (PSYC-210)
Psychological development through adolescence. Topics covered include biological foundations, prenatal velopment, infancy, cognitive and language development, personality and social and emotional developn (including attachment, development of self concept, peer relations, gender differences), family and so policy issues, and developmental psychopathology. **Dow. 4**

Research in Child and Adolescent Development (PSYC-211)
Provides the student with research experience on problems of current interest in child and adolscent deve ment. Must be taken concurrently with 210. **Dow. 3**

lult Development and Gerontology (PSYC-215)
is course examines the psychological development and change in adults from young adulthood through old
e. Topics include theoretical perspectives, biological and physical changes, individual differences in health
l disease, memory and intellectual performance, Alzheimer's disease, personality, gender and social roles,
nily and intergenerational relationships, friendships, sexuality, career development and work, caregiving,
l death and dying. Implications for social programs and services, public policy, and careers and education in
ontology will also be examined. Social, ethnic, historical, and cultural contexts of aging will be considered
oughout the semester. **Hassebrock. 4**

search in Adult Development and Gerontology (PSYC-216)
vides the student with research experience on problems of current interest in adult development. Must be
en concurrently with 215. **Hassebrock. 3**

ial Psychology (PSYC-220)
study of the nature and causes of individual behavior in social situations. Topics covered include at-
ution theory, social cognition, non verbal communication, attitude change, prejudice and discrimination,
rpersonal attraction, prosocial behavior, aggression, and application of social psychology to the legal sys-
. **Bane, Hutson-Comeaux, Przybyla. 4**

earch in Social Psychology (PSYC-221)
vides the student with research experience on problems of current interest in social psychology. Must be
n concurrently with 220. **Bane, Hutson-Comeaux, Przybyla. 3**

ironmental Psychology (PSYC-225)
examination of the relationship between the environment and psychological processes. Topics examined in
course include how the character and the design of our environments can affect psychological well-being,
how certain ways in which we perceive and think can constrain our efforts to comprehend and confront
ronmental problems. Other topics explored are early environmental experiences and development, envi-
nental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive
s and way-finding behavior, effects of institutional size on performance, and attitudes toward the natural
ronment. **Heft. 4**

earch in Environmental Psychology (PSYC-226)
ides the student with experience in conducting field research. A variety of approaches are utilized, in-
ing field experiments and naturalistic observation. Must be taken concurrently with 225. **Heft. 3**

ıstrial/Organizational Psychology (PSYC-230)
course considers the application of psychological theory and methodology to problems of organizations
he functioning of individuals and groups within organizations. Topics include job analysis and job selec-
procedures, performance appraisal, leadership and motivation at work, job commitment and satisfaction,
ıizational change and organizational development. **Przybyla. 4**

arch in Industrial/Organizational Psychology (PSYC-231)
des the student with research experience on problems of current interest in Industrial/Organizational
ıology. Must be taken concurrently with Psychology 230. **Przybyla. 3**

ries of Personality (PSYC-240)
course offers a systematic introduction to "normal" human personality and addresses both historical
ontemporary approaches to the study of individual differences, with an emphasis on primary research
ebate in the field. Within each perspective, basic theoretical assumptions, relevant research, traditional
sment methods, and current applications (i.e., to the workplace, close relationships, or health behavior)
scussed. Reoccurring themes regarding the structure, origin, and function of personality are explored
ompared across the different perspectives. **Hutson-Comeaux. 4**

Research in Personality Psychology (PSYC-241)
Provides the student with research experience addressing problems of current interest in the study of personality. Must be taken concurrently with Psychology 240. **Hutson-Comeaux. 3**

Abnormal Psychology (PSYC-250)
The study of "psychopathology," its development, course and treatment. Emphasizing definitions of abnormality, problems with diagnoses and labeling and ethical issues. **McCaulay, Rasnake. 4**

Research in Abnormal Psychology (PSYC-251)
Provides the student with research experience on problems of relevance to abnormal psychology. Must be taken concurrently with Psychology 250. **Rasnake. 3**

Human Sexuality (PSYC-260)
A survey of psychological, biological and sociological aspects of sexuality. Topics include prenatal sexual differentiation, sexual anatomy, physiology of sexual response, contraceptive behavior, sexual coercion, sexually transmissible diseases, sexual dysfunction, and cancer and other diseases of the reproductive system. **Przybyla. 4**

Health Psychology (PSYC-270)
The field of health psychology investigates the relationship between health and behavior. This course considers the role of health habits in the development of disease and the impact of psychological factors on the course of disease. In addition it explores the ways in which psychological principles can aid in the development of both individual and community interventions to prevent disease and promote health. Topics include stress and illness, patient-provider relations, the management of pain and chronic illness, and the contribution of behavioral factors to cancer and cardiovascular disease. In addition, health enhancing and health compromising behaviors such as exercise, diet, and smoking will be examined. Social, historical and cultural factors associated with health will also be considered in this course. **McCaulay. 4**

Research in Health Psychology (PSYC-271)
This course provides the student with research experience on problems of current interest in health psychology. Must be taken concurrently with 270. **McCaulay. 3**

Intermediate Topics in Psychology (PSYC-299)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Seminars (PSYC-300)
Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. Typically, seminars include lecture/discussion and student presentations. **Staff.**

Seminar: Psychology of Women (PSYC-301)
This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems in adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering). **Rasnake. 4**

Psychopharmacology (PSYC-305)
This course begins with an overview of the ways in which psychoactive drugs work, including discussions of pharmacokinetics, pharmacodynamics, neuronal function and neurotrasmitters, dose-response functions, tolerance and sensitization and toxicity. Agonistic and antagonistic drug effects are then studied, including the specific ways in which neurotransmitters may be effected by such actions. In the second half of the course specific drugs used in the treatment of psychological disorders are studied in detail, including drugs to treat anxiety disorders, clinical depression and schizophrenia. Finally, "recreational" drug use is examined, including discussions of alcohol and marijuana. Issues of drugs, society and behavior are emphasized throughout the semester. **Kennedy. 4**

chology of Learning (PSYC-310)

intensive survey of experimental research on fundamental emotional-cognitive processes of learning and nory, with a focus on how those processed manifest themselves in, influence and determine behavior. ory, research, implications and applications pertaining to the basic principles of behavior are covered. The rse, and learning/conditioning research traditionally, is distinctive and especially valuable because of the of models to understand learning about biologically and emotionally-significant experiences. Unconscious ning and seemingly irrational reactions are considered in depth. Much of the course content is relevant pplied topics such as behavior modification, substance abuse problems, anxiety and depression, other avior disorders and education. **Brooks. 4**

earch in Psychology of Learning (PSYC-311)

rs the student experience conducting research in and/or out of the learning laboratory, using a variety ethods. Some research requires time outside of class. Some work with live animals is usually involved. t be taken concurrently with 310. **Brooks. 3**

Psychology of Language and Thought (PSYC-315)

chology has had a long-standing interest in language for both philosophical and practical reasons. This se will survey the psychological approach to language and covers topics such as language perception, prehension, evolution, and acquisition, and complex issues involving the relationship between language, ght, culture and the social uses of language. **Hutchins. 4**

earch in the Psychology of Language and Thought (PSYC-316)

full-length projects will familiarize students with some common research techniques in the study of uage and thought. Students are given "hands-on" experience in the design and execution of the projects. t be taken concurrently with 315. **Hutchins. 3**

al Cognition (PSYC-325)

course examines the cognitive perspective of how people think about, influence and relate to others. cs are structured around views of the social thinker as consistency seeker, naive scientist, cognitive r, and motivated tactician and include impression formation, biases in social judgement, the self, atti- change, conformity, obedience to authority, aggression, group processes, prejudice and interpersonal ction. Course is not open for credit to students who have taken PSYC 220. **Bane. 4**

arch in Social Cognition (PSYC-326)

des the student with research experience on problems of current interest in the study of social cognition. be taken concurrently with Psychology 325. Course is not open for credit to students who have taken C 221. **Bane. 3**

itive Psychology (PSYC-330)

course examines the nature of how people acquire, remember, and use knowledge. Topics covered in- memory, attention, perception, imagery, problem solving, decision making, comprehension, social cog-, cognitive neuroscience, and applications to learning, instruction and social and cultural contexts of tion. **Hassebrock. 4**

arch in Cognitive Psychology (PSYC-331)

des the student with research experience on problems of current interest in cognitive psychology. Must en concurrently with 330. **Hassebrock. 3**

tion and Perception (PSYC-340)

ourse involves analysis of sensory processes and perceptual systems. Examination of this area will e a consideration of approaches such as psychophysics, physiological processing, Gestalt theory, and gical theory. Topics include sensitivity to light and sound; tactile perception; color perception; depth and perception; perceptual illusions; perception of environmental and self-motion. **Matthews. 4**

Research in Sensation and Perception (PSYC-341)
This course offers experience in conducting research on sensory processes and perception. Students are e posed to different research techniques and investigate problems relating to the various sensory modalitie Must be taken concurrently with 340. **Matthews. 3**

Physiological Psychology (PSYC-350)
This course explores the relationships between the brain and nervous system and behavior, and includes to ics ranging from neuroanatomy and pharmacology of the nervous system to the biological bases of "menta illness. The interactions among the nervous and endocrine systems are emphasized in an attempt to unde stand how basic physiological principles can serve in the understanding of complex phenomena, includi emotion, learning, sleep and arousal and sexual behavior. Required for students pursuing the neuroscien concentration. **Kennedy. 4**

Research in Physiological Psychology (PSYC-351)
This course focuses on basic research methodologies and techniques that are commonly used to examine t biological bases of behavior. Students are given "hands on" experience in the design and execution of seve research projects. Must be taken concurrently with 350. **Kennedy. 3**

Introduction to Clinical Psychology (PSYC-360)
A study of assessment, intervention, and evaluation strategies within the field of clinical psychology. Topi include clinical interview, psychological testing, consultation and education, crisis intervention, and thera evaluation. The relationship between theory and practice will be considered from a variety of perspectiv including psychoanalytic, behavioral, humanistic, and family systems. **Staff. 4**

Directed Study (PSYC-361)
Staff. 1-4

Directed Study (PSYC-362)
Staff. 1-4

Independent Study (PSYC-363)
Staff. 1-4

Independent Study (PSYC-364)
Staff. 1-4

Statistics for Behavioral Sciences (PSYC-370)
An introduction to techniques of data analysis. Special emphasis is placed on sampling theory, tests of s nificance, analysis of variance, regression and using SPSS for analysis. Not open to those with credit Mathematical Sciences 102. **Hutson-Comeaux, Snyder. 4**

Advanced Topics in Psychology (PSYC-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

History and Systems of Psychology (PSYC-410)
This course examines major issues in psychology as they have been addressed throughout its history, fr the writings of the Greek philosophers to twentieth century theories and experimental investigations. Th issues include mind-body relations, processes of knowledge acquisition such as perception and learni characteristics of human motivation and personality, and the nature of thought and memory. The philosop of scientific inquiry in relation to the field of psychology is also considered. **Heft, Rasnake. 4**

Senior Research (PSYC-451)
Either must have taken or be taken concurrently with Psychology 370. **Staff. 4**

nior Research (PSYC-452)
her must have taken or be taken concurrently with Psychology 370. **Staff. 4**

nors Project (PSYC-461)
ıff. 4

nors Project (PSYC-462)
ıff. 4

ueer Studies (concentration only)

culty

mmittee: Karen Graves, Education; Linda Krumholz, English; Lisbeth Lipari, Communication; Marci Mcılay, Psychology; Lisa McDonnell, English; Fred Porcheddu, English; Sandy Runzo, English; Marlene mp, English

partmental Guidelines and Goals

evolving and expanding discipline, Queer Studies encompasses theories and thinkers from numerous ls: cultural studies, gay and lesbian studies, race studies, women's studies, literature, film, media, postlernism, post-colonialism, psychoanalysis, and more. By engaging with this diverse range of fields, the k of Queer Studies distinguishes itself from the others in that it focuses on issues of sexuality and the way the questions raised in these other arenas might be inflected through that central lens. To that end, Queer lies examines the cultural, social, and political implications of sexuality and gender from the perspective hose marginalized by the dominant sexual ethos; it explores the ways that culture defines and regulates ıality as well as the reverse, the ways that sexuality structures and shapes social institutions.

lents may choose a Concentration in Queer Studies in addition to any major, and may weight their choices ard the social sciences, the humanities, the arts, or the life sciences. The Concentration in Queer Studies require six courses: three core requirements and three electives selected from among cross-listed courses oved by the Queer Studies Committee. Since every course will not be offered every semester, students ested in this Concentration should discuss and plan their course selections with the close assistance of a ıber of the Committee.

eer Studies Concentration

e Requirements
ıired courses for the completion of the concentration are QS 101, 201 and 400, and three approved ives.

tives
tive courses shall be approved by the Queer Studies Committee based on the following criteria, or through ion to the Committee:

ast two-thirds of the course should focus on: some aspect of gay, lesbian, bisexual, transgender experi-, culture, and history; and/or relevant issues or themes (privilege, oppression, sexual behavior, identity, rmance, social movements, etc.); and/or conceptual categories (gender, sexuality, etc.) central to the field ıeer Studies.

course in the concentration should address in some way the relationship between the normative and ransgressive. Through these courses, students should gain an understanding of and respect for other ences in human lives such as age, ability, class, ethnicity, gender, race, and religion. Courses which

already meet the criteria for Queer Studies electives, or which can be readily adapted to meet the above criter through negotiations between the instructor and the student, include (but are not limited to) the following:

COMM 400: Language, Identity, and Politics
ECON 316: Women in the U. S. Economy
EDUC 390: Critical Pedagogy
ENGL 245: Human Diversity through Literature
ENGL 365: Queer Shakespeare
MUS 332: Music and Sexuality
PSYC 301: Psychology of Women
SA 210: Sexual Inequality
SA 242: Deviance and Social Control
SA 313: Families, Sexualities, and the State
WMST 101: Issues in Feminism
WMST 307: Feminist Theory: Gender Justice
WMST 312: Women and Health

Course Offerings

Topics in Queer Studies (QS-268)
Staff. 4

Studies in History (QS-381)
Staff. 4

Religion

Faculty

Professor David O. Woodyard, Chair

Professor David O. Woodyard; Associate Professors John E. Cort, John L. Jackson, Joan M. Novak, Har Van Broekhoven; Assistant Professor C. Keith Boone; Visiting Lecturer in Jewish Studies, to be appointe

Departmental Guidelines and Goals

Religion is an essential part of humanistic studies in a liberal arts education. The study of religion is one v to establish a view of reality, and more specifically a view of the meaning of human existence as individu and as social beings in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her understanding of both Western and non-Western religious traditions, to help the student develop critical analytical skills for examining the various religious systems offered in a pluralistic society, and to exam his or her own religious perceptions.

Religion Major

A Religion major requires nine courses. It has the following components. (1) A common set of four cou - Religion 201, Religion 224, Religion 211 and Religion 215. (2) A concentration of at least three cou in designated areas. (3) A seminar for majors and minors only, designed around special topics that wil in a concentration area. (4) A comprehensive examination with take-home and in-class components. Fi Year Seminars taught by a member of the department may count toward a concentration. However, no m

than one course at the 100-level may count. If a major has completed the common courses and fulfilled a concentration, an Honors Project may count toward the nine-course requirement.

Religion Minor

A Religion minor consists of (1) a common set of four courses - Religion 201, Religion 224, Religion 211 and Religion 215; (2) an elective course; (3) a seminar for majors and minors only, designed around special topics; and (4) an abbreviated comprehensive examination.

Course Offerings

Introduction to Theology (REL-101)
Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon theological responses to issues like environmental deterioration, race and gender, war and violence. **Woodyard. 4**

Ethics, Society and the Moral Self (REL-102)
An introductory course which explores contemporary moral dilemmas in light of a variety of ethical alternatives. A variety of moral approaches will be compared. Practical applications will vary but usually include dilemmas related to sexuality, economic justice, racism and sexism, and the use of violence. **Novak. 4**

World Religions: Wisdom and Compassion (REL-103)
An introduction to the comparative study of religion, involving case study surveys of several of the major religious traditions of the contemporary world. Guiding questions include: What does it mean to live within each tradition? What does one do? How does one view the world? To what extent is religion a matter of personal experience and to what extent a matter of social and cultural experience? How have people in these traditions balanced the pursuit of wisdom and the practice of compassion in their lives? How do we begin to study the world's religious traditions? **Cort. 4**

Introductory Topics in Religion (REL-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

The Reality of God (REL-201)
The premise of the course is that the metaphors we use for God are profoundly consequential. The ways we image God effect our understanding of ourselves and our society. We will explore how particular metaphors impact economic justice, the ecological crisis, history and human oppression as well as our personal lives. **Woodyard. 4**

Jewish Studies (REL-202)
The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism during the first half of the first millennium: Theology, History, Rabbinic Literature, Holy Day and life cycle observances. (Not offered 2002-2003) **Staff. 3**

Religion and Nature (REL-205)
An investigation of the religious value of nature in Christianity and Buddhism, particularly in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. **Cort. 4**

Religion in American Politics and Law (REL-206)
This course explores the interplay between religion and American culture through the lenses of politics and law. Is there an American view of religion? Is there a religious view of America? Is there an inherent tension between religion and constitutional democracy? Among the topics to be treated are the following: religion in

education; science and religion; "civil religion"; war and religion, sects, cults and Native American practices; religious values in the making of public policy. (Not offered 2002-2003) **Boone. 4**

Religion and Art (REL-207)
This course explores the relationship between artistic expression and religious experience. At the heart of the course is the question, "What is the relationship between religion and art?" To explore this question, we will undertake a comparative study of the use and critique of sacred images in Hinduism and Christianity. **Cort. 4**

The Nature of Religion (REL-210)
This course explores some of the ways different scholars have asked and attempted to answer the basic questions, What is religion? What is religious experience? How does one lead a properly religious life? Scholarly approaches include those of history, philosophy, theology, anthropology and psychology. (Not offered 2002-2003) **Staff. 4**

Introduction to the Bible (REL-211)
An introduction to the Hebrew Bible and to the Early Christian (New) Testament interpretation of the Hebrew Bible. The course focuses on the development of the literature of the Bible as reflecting the history of debates over what constituted the religion and culture of ancient Israel and early Judaism. **Van Broekhoven. 4**

Introduction to the New Testament (REL-212)
This course introduces the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the characteristics, religious phenomena and theological themes of the New Testament writings, and the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. **Van Broekhoven. 4**

History of Christian Thought (REL-213)
A topical study in the development of Christian teachings from the early Middle Ages to the 19th Century. Changing concepts of the church and its approach to human problems are studied. (Not offered 2002-2003) **Van Broekhoven. 4**

Hinduism (REL-215)
A historical and thematic survey of the beliefs and practices of the people of the Indian subcontinent fro ancient times until today. Reading selections include both classical texts and modern interpretations. **Cort.**

Religions of China and Japan (REL-216)
This course explores the basic teachings and historical development of the most influential religious traditio and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. (N offered 2002-2003) **Cort. 4**

Sects and Cults (REL-217)
A study of religious cults, sects and movements in America. The course will investigate both Western a Oriental religious movements. Western movements would include charismatic, adventist and legalistic se within Christianity. Oriental movements would include cults of Hindu, Buddhist, and Islamic origins. T study would deal with the theology and practices of the groups, and with problems of the relationship of the religions to society. (Not offered 2002-2003) **Jackson. 4**

Christian Ethics (REL-224)
An inquiry into the lifestyles based on biblical presuppositions and theological convictions. The course de with both theory and practice. Various theological perspectives will be considered as we examine speci applications, such as social and economic justice, medical ethics and the use of violence. **Novak. 4**

Ethics and Institutional Morality (REL-225)
A critical analysis of the prospects of morality functioning within organizations and affecting their interactions with other groups. Attention will be given to comparing the moral possibilities of individuals with those of nstitutions and collectives, and to exploring how institutional and group loyalties tend to shape the behavior of the individuals devoted to them. The course will include an in-depth examination of some of the significant noral dilemmas faced by those in a selected occupation involving institutional commitments (for example, ospital administrators, advertisers, business managers, etc.). Different occupations will be chosen in different emesters. (Not offered 2002-2003) **Jackson. 4**

Exploring Women's Spirituality (REL-227)
This course explores writings on spirituality developed by women for the contemporary world. Students will e asked to compare the proposals made by women from diverse backgrounds in order to identify common- lties and to better understand reasons for differences. Each semester, several traditions will be examined depth; possible traditions include Christian Feminist Spirituality, Goddess Spirituality, African American Womanist Spirituality, Eco-Feminist Spirituality, Lesbian Spirituality, Jewish Feminist Spirituality, Asian merican Woman's Spirituality, Latina Spirituality, and Women's Christian Spiritual Writings developed in sia, Africa and South America. **Novak. 4**

ebellion, Resistance and Black Religion (REL-228)
his course examines the cultural continuities between African traditional religions and Black religion in the nited States. It also explores the connection between politics and religion among Black Americans and the le religion plays in the African-American quest for liberation. The course examines theological and ethical sues, such as the color of God and the moral justifiability of violent revolution. Students will be given an portunity to study contemporary religious movements, such as Rastafarianism and the Nation of Islam, ong with more traditional African sectarian practices such as vodun and Santeria. **Jackson. 4**

omen and Western Religion (REL-229)
n introductory course analyzing the historical experiences of women within Western religion and contem- rary trends in feminist theological thought. Although emphasis will vary, students will be asked to evaluate tical topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments t Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions d contemporary Western Goddess spirituality. (Not offered 2002-2003) **Novak. 4**

omelessness and Theology (REL-230)
is course will involve its students in an integrated theological experience that consists of an experiential d analytical immersion in the homelessness crisis in contemporary society, followed by efforts at critical ological engagement with that crisis and with certain prior, pertinent theological efforts. One aspect of s integrated experience will be the service-learning component of the course. Participation in the service- rning component is a course requirement - no exceptions. **Staff. 4**

ddhism (REL-233)
istorical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, il the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with been changed by various cultures in Asia, and more recently in North America. **Cort. 4**

ermediate Topics in Religion (REL-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

jor/Minor Seminar (REL-300)
ff. 4

Major Theologian or Movement (REL-301)
ff. 4

New Testament Studies (REL-308)
This seminar will examine in depth either a text or group of texts or a theme that is important in the New Testament. **Van Broekhoven. 4**

Old Testament Studies (REL-309)
This seminar will concentrate on either a text or a group of texts or a theme that is important in the Hebrew Bible (or Old Testament). (Not offered 2002-2003) **Van Broekhoven. 4**

Religion and Society (REL-317)
(Same as Sociology/Anthropology 217) This course investigates the relationships between religion and society and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. Prerequisite: Consent. **Woodyard. 4**

The Human Condition: Economic Factors and Theological Perspectives (REL-319)
Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. (Not offered 2002-2003) **Woodyard, King. 4**

Individualism in U.S. Society (REL-331)
(See S/A 331) **Maynard, Woodyard. 4**

Seminar: Special Topics (REL-340)
Staff. 4

Directed Study (REL-361)
Staff. 1-4

Directed Study (REL-362)
Staff. 1-4

Independent Study (REL-363)
Staff. 1-4

Independent Study (REL-364)
Staff. 1-4

Ethical Decisions in Medicine (REL-392)
Staffed by faculty in the Religion Department, this course is designed to expose students to various topics in medicine areas: genetic screening and counseling, distribution and availability of health care resources, informed consent in patient-physician relationships, and death and dying. (See INTD 392 under special courses and opportunities.) **Novak. 4**

Advanced Topics in Religion (REL-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Research (REL-451)
Staff. 4

Senior Research (REL-452)
Staff. 4

Honors Project (REL-461)
Staff. 4

Honors Project (REL-462)
Staff. 4

Sociology/Anthropology

Faculty

Associate Professor Mary Tuominen, Chair

Professors Kent Maynard, Bahram Tavakolian; Associate Professors Susan Diduk, Mary Tuominen, Anita M. Waters; Affiliated Scholar Brad Lepper

Departmental Guidelines and Goals

The major in Sociology/Anthropology is designed to meet the educational needs of three kinds of students: (1) those whose interests focus on a liberal arts education and who wish to use the disciplines to understand sociocultural institutions and change, as well as to gain insight into cross-cultural patterns; (2) those who wish to use sociology/anthropology as a background for certain occupations such as law, social work, business, public service, and human service careers; and (3) those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career.

Sociology/Anthropology Major

A major in sociology/anthropology must complete nine courses within the department. Five of those courses comprise a core curriculum including S/A 100, 200, 316, 350 and 420/421. The other four courses must be selected from among the following categories: Studies of the Individual in Culture and Society; Studies of Sociocultural Institutions; Studies of Social Structure and Inequality; and Studies of Sociocultural Change. Students must select at least one course from each category. At least two elective courses must be at the 300 level. Off-campus experiences are also available for students to supplement traditional course offerings.

Sociology/Anthropology Minor

Completion of a minor in Sociology/Anthropology requires a student to complete S/A 100, 200, either S/A 315 or 350 and additional courses from three different categories of electives for a total minimum of 24 credits. At least one elective course must be at the 300 level. These additional credits must be identified through consultation with departmental faculty and designed to fulfill integrative curricular objectives.

Course Offerings

People, Culture and Society (SA-100)
An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. The course presents a variety of sociocultural approaches for understanding human nature and hominid evolution, cross- cultural similarities and differences, the sources of inequality, and the enormity of recent social change. This course satisfies the Social Inquiry requirement and has no prerequisite. This course is required for all majors and minors in sociology/anthropology. **Staff. 4**

Introductory Topics in Sociology/Anthropology (SA-199)
General category used only in the evaluation of transfer credit. **Staff. 1-4**

The Development of Social Thought (SA-200)
An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropolo The course will concentrate on the original works of such authors as Marx, Weber, Durkheim, Martineau, DuBois and other significant authors of the nineteenth and early twentieth centuries. This course is required of all majors and minors in sociology/anthropology. SA 200 satisfies the Critical Inquiry requirement. Prerequisite: 100 and a S/A elective or by consent. No First Year students. **Maynard. 4**

Sexual Inequality (SA-210)
This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race/ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. **Diduk. 4**

Race and Ethnicity (SA-212)
An introduction to the sociocultural analysis of race and ethnic group membership, in its various historical and geographical contexts, especially that of the contemporary United States. The reasons that ethnic group membership has remained an important factor in social life and the conditions under which such membership forms the basis of social and political mobilization are explored. Issues such as affirmative action, immigration policy and multiculturalism are discussed, and key concepts such as assimilation, neo-colonialism, and split labor market are critically evaluated with attention to their ideological bases, explanatory power and policy implications. This course satisfies the Minority/ Women's Studies requirement and has no prerequisite. **Waters. 4**

American Society (SA-214)
An introduction to American society and contemporary social problems. What is the nature of our society and how does it differ from others? How have major economic and political trends, and/or cultural ideas and values shaped our characteristics as a society? The course will focus on a number of social problems, such as alienation, poverty, crime, child abuse, environmental pollution and bureaucratic inefficiency. Students will learn not only the character of such problems, but grapple with different explanatory theories and alternative models which propose solutions. This course satisfies the American Social Institutions requirement and has no prerequisite. **Staff. 4**

Religion and Society (SA-217)
This course investigates the relationship between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider examples such as religious movements, as well as the ritual life of both the individual's life cycle and wider social and political institutions. No prerequisite. **Maynard, Waters. 4**

Human Origins and Prehistory (SA-224)
This course examines the topics of human origins, human nature, evolution, and prehistory, emphasizing the interplay between biological and sociocultural aspects of human life. Readings will draw from accounts of primate social behavior, hominid evolution, and archaeology to investigate the foundations of our unique human form of adaptation through culture. No prerequisite. **Lepper. 4**

Comparative Therapeutic Systems (SA-235)
The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course satisfies the Non-Western Studies requirement. No prerequisite. **Maynard. 4**

Deviance and Social Control (SA-242)
This course will explore the structures and processes by which conceptions of deviance are formed and reactions to deviance are developed and maintained. By looking at deviance from a cross-cultural perspective and with a recognition of the links between private events and public processes, we will address the connections between deviance and the political, economic, informational, and legal systems in society. No prerequisite. **Tavakolian. 4**

Environment, Technology and Society (SA-244)
This course analyzes the social causes and consequences of environmental change. We explore the relationship among production, consumption, population, technology, and environment. We ask: do the social benefits of economic growth outweigh environmental costs? Does population growth lead to environmental problems? Can technical "fixes" solve environmental problems? Are "indigenous" technologies superior to "western" technologies? We'll also analyze human responses to change: policy and regulation, "green" capitalism, environmental movements, and environmental counter-movements. We ask, how can we shape our future? What alternatives are likely and possible? Will the U.S. experience ecotopia or ecocide in the years to come? Will the Third World become the First World's dumping ground or will sustainable development provide environmental equity? This course is cross-listed with Environmental Studies and has a prerequisite of either S/A 100 or ENVS 100. **Ehrhardt-Martinez. 4**

Studies in Sociology/Anthropology (SA-245)
Special topics in Sociology/Anthropology. **Staff. 4**

Society and the Literary Imagination (SA-248)
This course begins with a question: Does the poetic and literary imagination transcend its particular cultural context? Are there universally recognized themes or criteria for judging literature, or is all literature a reflection of what is going on in society at a particular historical moment? If there is a relationship between society and literature, we will need to explore it from at least two vantage points: What are the sociocultural bases of literature, and how might literature, in turn, influence society? The course may use different examples or mini-themes to address these issues. For example, do the criteria by which we judge "good" literature vary over time and across societies? Do the stories we tell in different societies look at society, human virtues or the environment in the same ways? To discuss works (novels, plays, short stories or poetry) often acknowledged in the West to be "great literature" and look at how we establish this "canon." Yet, we will also look at children's literature, science fiction and other "pulp fiction" as equally telling sources of information about our aesthetic values and social arrangements. This course has no prerequisite. **Maynard. 4**

Intermediate Topics in Sociology/Anthropology (SA-299)
General category used only in the evaluation of transfer credit. **Staff. 1-4**

Law, Crime and Society (SA-311)
In this course we explore the intersecting relationships between law, crime, justice and society. While our primary focus is on U.S. society, we will include a cross-cultural analysis. In addition, we examine the ways in which race/ethnicity, gender and class shape experiences of law and justice. Our exploration of western societies incorporates a thorough analysis and application of classical liberal political theory, contemporary critical legal theory and historical analysis. Prerequisite: 100 or consent. **Tuominen. 4**

Family, Sexuality and the State (SA-313)
In this course we analyze historical and contemporary patterns of family/kinship organization and the relationship of families to broader political and economic structures. We explore families and kinship from a cross-cultural perspective as well as examining the ways in which race/ ethnicity, economic status and sexuality shape family/ kinship structures in the contemporary U.S. We explore specific issues including women's paid and unpaid labor in families; families and welfare state policies; power and violence in families; changing family and kinship structures; ideologies of motherhood; birthing and reproductive technologies; and the impact of family structures and gender ideologies on women's political activism. These case studies will be analyzed in the context of anthropological and sociological theories of families, kinship and gender relations, including feminist theories of the social construction of gender. This course satisfies the Minority/Women's Studies requirement. Prerequisite: 100 or consent. **Tuominen. 4**

Work and Society (SA-315)
In this seminar we analyze historical and contemporary patterns of the organization of work. Using theoretical and ethnographic perspectives we analyze the work historically undertaken by members in various cultures and the relationship of work to broader political and economic institutions and processes. We analyze gender racial/ ethnic and class relations and how these shape work in the U.S., as well as cross-culturally. Prerequisite: 100 or consent. **Tuominen. 4**

Contemporary Sociocultural Theory (SA-316)
Analyses of central theoretical questions in sociology/ anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Required of majors. Prerequisite: 100 and 200. **Waters. 4**

Indian Societies of Latin America (SA-319)
Ethnography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. We will use ethnographic case studies to assess the impact of cultural domination on indigenous societies and their attempt to maintain a traditional way of life. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Maynard.**

Peoples and Cultures of Sub-Saharan Africa (SA-320)
The course is an examination of the historical, ethnic and cultural diversity of sub-Saharan African societies. It considers questions of economic development, urbanization, agricultural production and the role of the contemporary African state upon rural polities. This course also examines African systems of thought within the context of ritual. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Diduk. 4**

Gender and Change in Cross-Cultural Perspective (SA-321)
Our foci in this course will be on the diverse ways in which rural women in emerging nations conceptualize and utilize landscape and resources, and on the effects of material changes in natural and social environments on the quality of gender relations, social life, and community organization. The course will also look comparatively, but more briefly, at the experiences of women migrants and urban workers. We will consider the formulation and implementation of goals for economic and social change, such as sustainable agriculture, development, and rural cottage industries, that may contribute to material well- being without damaging the natural environment, and we will examine how cross-cultural alternatives to Western conceptions of gender and ecology may serve as a basis for prospective changes within our own society. This course satisfies the Non-western Studies requirement. Prerequisite: S/A 100 or consent. **Diduk, Tavakolian. 4**

Peoples and Cultures of the Middle East (SA-323)
The focus of this course is an examination of the ecological, historical, and sociocultural diversity of peoples of the Middle East (from North Africa to Afghanistan). In addition to the study of ecological adaptation, social structure, and ideology in traditional village and nomadic communities, we will examine the effects

anization, economic development, and nation-building on contemporary populations of the Middle East. is course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent **Tavakolian. 4**

lture, Society and the Individual (SA-331)

is course examines the relationship between individuals, their society and culture. This involves looking at fering cultural conceptions of "human nature", and the way in which both "intelligence" and the emotions "cultural performances." The nature of the "self", indeed, the structure of perception and cognition, are separable from specific patterns of sociocultural life. Finally, Western and cross-cultural examples will be d to assess different models of social determinism and the cultural impact of human decisions and action. requisite: 100 or consent. **Maynard, Tavakolian. 4**

uses and Consequences of Change (SA-333)

is course analyzes the sources, processes and directions of social and cultural change. It examines differ- theoretical models which account for social change. Of particular importance are conceptual distinctions ween evolution, modernization, industrialization, urbanization, revolution, economic development and cul- al domination. Possible topics for exploration may include change brought through population increase, the wth of technology, exploitation of resources, migration and hunger. Prerequisite: 100 or consent. **Staff. 4**

stainable Agriculture (SA-334)

urse registration for this course is made under ENVS 334. **Goland. 4**

oss-Cultural Study of Art (SA-336)

e course will explore aesthetic production from a cross- cultural perspective looking predominantly at n-industrial societies. In doing so, it looks at the role of the artist, the public, and artistic production, in tural contexts as varied as the Walbiri of Australia, the Guro of Ivory Coast, the Ashanti of Ghana and Balinese of the island of Bali. It considers how societies define the aesthetic in cultural life. Theories posed by anthropologists and sociologists on the function and significance of art are compared. The role itual, conceptions of time, and processes of symbolic construction will be examined. Given anthropology's l sociology's concern with cross-cultural patterns, the latter three weeks of the course will compare art in n-industrial societies with contemporary Western art movements. This course satisfies the Non-Western dies requirement. Prerequisite: 100 or consent. **Diduk. 4**

ial Structure and Popular Culture (SA-338)

der study here are the production and distribution, form and content, and artists and audiences of popular ure internationally. We will consider prominent social theories, from the Frankfort School's critique of ular culture, through the writings on mass culture in the United States, to the recent rehabilitation of ular culture by British writers like Stuart Hall and Paul Gilroy. Some of the major questions addressed will ude: How do the social arrangements and the technologies of production shape the messages conveyed in ular media? What is the relationship between popular culture and "high" culture? Under what conditions s popular culture distract people from the struggles for equality and social justice, lulling them to passivity, when can it inspire protest, or even transform people's behavior? Prerequisite: 100 or consent. **Waters. 4**

ture Identity and Politics in Caribbean Society (SA-339)

s course focuses on the social, cultural and political life of the Caribbean area, especially the English- and nch-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the ibbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved icans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy uch a history? We review the variety of Caribbean policies, from the strong democratic traditions of aica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural uences affect the political processes, ways of life, class divisions and ethnic stratification evident in the ibbean today. Prerequisite: 100 or consent. **Waters. 4**

Social Movements (SA-340)
In this course we explore social movements as a primary means of social change. We attempt to understan the conditions which precede, accompany and follow collective action. Particular case studies for analysi will be drawn from the United States and cross-cultural contexts to illustrate that social movements are huma products that have both intended and unintended consequences. This course is sometimes taught with a specia subtitle: "Social Justice Movements in Communities of Color," cross-listed with the Black Studies Program Prerequisite: 100 or consent. **Diduk. 4**

Special Problems (SA-345)
Special problems which are offered at an advanced level in topics not covered in regular courses. (Example Sport and Society, Gender in Southeast Asia, Sustainable Agriculture, Gender and Nationalism). **Staff. 4**

Special Problems (SA-346)
Special problems which are offered at an advanced level in topics not covered in regular courses. (Example Sport and Society, Gender in Southeast Asia, Sustainble Agriculture, Gender and Nationalism). **Staff. 4**

Power in Society (SA-347)
The course examines relationships between the distribution of power in society and the nature and extent social inequality. Gaining an understanding of the causes and consequences of social stratification in huma societies is a major goal. Attention will be focused on inequality structured by gender, age, race, ethn differentiation, and unequal access to economic resources. The focus of the course will be upon comparati stratification systems whether local, national or international. Prerequisite: 100 or consent. **Staff. 4**

Sociocultural Research Methods (SA-350)
This course provides experience in the design and implementation of sociocultural research. In addition current techniques of collecting, analyzing, interpreting, and reporting data, we will examine the epistem logical issues that underlie social research, the ethical questions involved in research, and the assumptions which various research strategies are based. Students will be involved in actual research experiences, whi allow them to apply the information of the course. Required of majors. Prerequisite: 100 or consent. **Staff.**

Directed Study (SA-361)
Credit earned will be determined by departmental evaluation. **Staff. 1-4**

Directed Study (SA-362)
Credit earned will be determined by departmental evaluation. **Staff. 1-4**

Independent Study (SA-363)
Staff. 1-4

Independent Study (SA-364)
Staff. 1-4

Advanced Topics in Sociology/Anthropology (SA-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Research Seminar I (SA-420)
An integrative course designed to be a culmination of the student's work in the major. This is a TW SEMESTER course which focuses on the design and completion of a year-long research project for all sen majors. This provides the basis for then reflecting about the nature and importance of sociology/anthropolo as a discipline and in relation to our role as researchers and citizens. Required of senior majors. **Staff. 2**

Senior Research Seminar II (SA-421)
An integrative course designed to be a culmination of the student's work in the major. This is a TW SEMESTER course which focuses on the design and completion of a year-long research project for all sen

jors. This provides the basis for then reflecting about the nature and importance of sociology/anthropology a discipline and in relation to our role as researchers and citizens. Required of senior majors. **Staff. 2**

nior Research (SA-451)
ff. 2-4

nior Research (SA-452)
ff. 2-4

nors Project (SA-461)
ff. 4

nors Project (SA-462)
ff. 4

panish

culty

fessor Gary Baker, Chair

fessor Eduardo Jaramillo-Zuluaga; Associate Professors Susan Paun de Garcia, Bernardita Llanos; Assis- Professors Monica Ayala-Martinez, Hector Dominguez, Visiting Instructor Fernando Blanco

partmental Guidelines and Goals

icated people spend their lives trying to grow in political, social and intellectual freedom. One kind of llectual freedom requires us to break away from the notion that our native language is the most natural apt means of expressing the full range of human experience. An education can start with the discovery that words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and blish relationships with others. Learning a foreign language contributes to our education by providing an mate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. thermore, foreign-language courses allow entry into the subjectivity of the target language on its own ural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual tery of a foreign language. When students take full advantage of that opportunity, they can use the target guage in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a ign language in most of its courses because it believes that students can best appreciate a foreign culture n within its own mode of expression.

n a view toward career opportunities, the Department encourages integrating foreign language study with riety of other academic areas, such as history, philosophy, international studies, environmental studies, ogy, economics, political science, and English. Courses in area studies and literature, aside from their nsic worth, also present multiple opportunities for experiences with other cultures and various realms of lectual activity.

udent wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should ult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs). ortunities to improve the student s command of the language are provided on the campus by the language s, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

ification by the Department of Education of the State of Ohio requires a minimum of 45 semester-hours redit in one language, including courses at the beginning and intermediate levels.

Spanish Major

Students majoring in Spanish must take a minimum of 10 courses above 213. Required courses are: Spanis 215, 220, 230 and 455 (or a one-semester Senior Research Project.) In addition, students must take 3 electiv courses at the 300 level and 3 elective courses at the 400 level (other than 455). Students engaged in a full-ye Senior Research Project in Spanish will only need two 400-level courses (other than 455).

Spanish Minor

The minor in Spanish consists of at least five courses above the 213 level, including three required courses the 200 level and two electives at the 300 or 400 level.

The following courses are required: 215, 220 and 230.

Additional Points of Interest

Multimedia Language Learning Center
An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, t MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar dri to research as well as discussions on authentic materials published on the web. All beginning courses (fi and second semesters), meet in the MLLC once a week. The area is designed not only for individualiz instruction but also for group work and small seminars that use multimedia materials for class discussion.

General Departmental Regulations
Students planning to major in the Department or to receive a teaching certificate are advised to begin cou work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one beg in secondary school will find it advantageous to begin their course work in the first year. The langua requirement should be completed by the end of the junior year.

Course Offerings

Beginning Spanish I (SPAN-111)
An introductory course in Spanish that develops the four basic skills of listening, speaking, reading, a writing. Emphasis will be on basic language structure. Conducted in Spanish. **Staff. 4**

Beginning Spanish II (SPAN-112)
A continuation of skill development in basic Spanish structures. Conducted in Spanish. Prerequisite: 111 placement. **Staff. 4**

Introductory Topics in Spanish (SPAN-199)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Accelerated Elementary Spanish (SPAN-209)
(Not offered 2002-2003) **Staff. 6**

Accelerated Elementary Spanish (SPAN-210)
(Not offered 2002-2003) **Staff. 6**

Intermediate Spanish (SPAN-211)
This course prepares the student for a functional comprehension and use of spoken and written Spar and emphasizes the cultures of the Spanish-speaking worlds. Conducted in Spanish. Prerequisite: 112 placement. **Staff. 4**

nmunication Skills (SPAN-213)
ntermediate course to develop conversational skills. Conducted in Spanish. Prerequisite: 211 or consent.
f. 4

mmar Review and Composition (SPAN-215)
ntensive review of basic Spanish grammar and the development of skills in the composition of Spanish
e. Conducted in Spanish. Prerequisite: 213 or consent. **Staff. 4**

oduction to Hispanic Literature (SPAN-220)
ding and discussion of literary works from the Spanish- speaking world. Emphasis will be on utilizing
uage skills in the study and analysis of literature from Latin America, Spain and the United States.
ducted in Spanish. Prerequisite: 215. **Staff. 4**

oduction Hispanic Culture (SPAN-230)
ntroduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents
asic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide a basis for
e advanced study. Conducted in Spanish. Prerequisite: 215 or consent. **Staff. 4**

rmediate Topics in Spanish (SPAN-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

rmediate Grammar (SPAN-315)
y and practical written application of Spanish grammar on a more advanced level; this course will on
sion include special topics in usage and style of contemporary written and spoken Spanish. Conducted in
nish. Prerequisite: 215 or consent. **Staff. 4**

vey of Spanish Literature (SPAN-320)
ey of literary genres, periods and movements in Spain from the Middle Ages to the twentieth century. The
focus will be to give a sense of literary history and cultural context; readings will include representative
tions from each period. Conducted in Spanish. Prerequisite: 220 or consent. **Staff, Garcia. 4**

vey of Latin American Literature (SPAN-325)
ey of literary genres, periods and movements in Latin America from 1492 to the present. The main focus
be to give a sense of literary history and cultural context; readings will include representative selections
each period and movement. Conducted in Spanish. Prerequisite: 220 or consent. **Ayala, Dominguez,**
millo, Llanos. 4

oduction to Peninsular Culture (SPAN-330)
dy of the attitudes, values, and beliefs of the Spaniard through history, institutions, traditions and creative
ession. Conducted in Spanish. Prerequisite: 230 or consent. **Staff, Garcia. 4**

ures of Latin American (SPAN-335)
course introduces students to the cultural diversity of Latin America, and offers a comprehensive study of
atin American ethnos. Conducted in Spanish. Prerequisite: 230 or consent. **Ayala-Martinez, Dominguez,**
millo, Llanos. 4

dings and Performance in Spanish and Latin American Theater (SPAN-355)
n-depth study and public performance of a play written by an author from Spain or Latin America.
cal analysis will accompany active student involvement in the public performance of a play. Conducted
anish. Prerequisites: 215, 220 or consent. **Dominguez, Staff. 4**

cted Study (SPAN-361)
. 1-4

Directed Study (SPAN-362)
Staff. 1-4

Independent Study (SPAN-363)
Staff. 1-4

Independent Study (SPAN-364)
Staff. 1-4

Advanced Topics in Spanish (SPAN-399)
A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Seminar in Language (SPAN-415)
In-depth study and discussion of selected topics in language linguistics or translation. Conducted in Spani
Prerequisite: 315 or consent. **Staff. 4**

Seminar in Peninsular Literature (SPAN-420)
Study and discussion in depth of a selected topic, writer or work from Peninsular literature. This cou
will involve the writing of a research paper. Conducted in Spanish. Prerequisites: 320, 325 or consent. **Sta**
Garcia. 4

Seminar in Latin American Literature (SPAN-425)
Study and discussion in depth of a selected topic, writer or work from Latin American literature. This cou
will involve the writing of a research paper. Conducted in Spanish. Prerequisites: 320, 325 or consent. **Aya**
Dominguez, Jaramillo, Llanos. 4

Seminar in Spanish Culture (SPAN-430)
An in-depth study of selected topics in the culture of Peninsular Spain. Conducted in Spanish. Prerequisit
230, 330 or consent. **Staff, Garcia. 4**

Seminar in Latin American Culture (SPAN-435)
An in-depth study of selected topics in the culture of Latin America. Conducted in Spanish. Prerequisi
230, 335 or consent. **Ayala-Martinez, Dominguez, Jaramillo, Llanos. 4**

Senior Research (SPAN-451)
Staff. 4

Senior Research (SPAN-452)
Staff. 4

Senior Seminar (SPAN-455)
Intensive workshop in which students develop and expand previously undertaken research projects, wh
are presented orally in the annual Senior Symposium. Taught Spring Semester. Required of all seniors
engaged in Senior Research. **Staff. 4**

Honors Project (SPAN-461)
Staff. 4

Honors Project (SPAN-462)
Staff. 4

eatre

culty

fessor Jon R. Farris, Chair
ociate Professor Cynthia Turnbull, Acting Chair 2002-2003

fessor Jon R. Farris; Associate Professors Peter Pauzé, Cynthia Turnbull; Assistant Professors Robert der, Instructor Mark Evans Bryan

partmental Guidelines and Goals

majors (B.A. and B.F.A.) in theatre are designed to aid the serious student to develop his or her artistic intellectual potential, to cultivate discipline of thought and craft, and to foster the creative imagination.

goals of the majors in theatre are twofold: first, to provide students with a working knowledge of the fun- ental principles of each of the several arts of the theatre, and to offer opportunities for practical application nose principles in stage production; and second, to develop analytical skill, facility in problem-solving, orical perspective, and appreciation of aesthetic form.

programs in theatre aim to develop the skills of thoughtful inquiry, informed judgment, and imaginative onse that are fundamental to the rewarding pursuit of any profession. In addition, these programs aim to ide a sound basis for graduate study in theatre.

eatre Major

uired Courses for Major in Theatre - B.A.: 40 credits

hree courses from the following four courses: (9 credits)
Acting I
Costuming
Introduction to Technical Theatre
Lighting for the Stage

ll of the following:
The Development of Dramatic Art (4 credits)
History of the Theatre I (4 credits)
History of the Theatre II (4 credits)
334, or 335 Theatre Workshop (3 credits)
Drama Seminar (4 credits)

ne course from the following four courses: (4 credits)
Theatre History Seminar
Drama Seminar
Play Direction
Theory of Theatre

lective courses in Theatre or English 215 or English 240 (8 credits)

uired Courses for Major in Theatre - B.F.A. Degree: 56 credits

: In addition to the General Education requirements specified on page 7 for the B.F.A. degree, candi- s for the B.F.A. degree in Theatre must complete the foreign language requirement (3 semesters or equiv- .) and 16 credits in related arts.
Acting I (3 credits)
Costuming (3 credits)

144 Introduction to Technical Theatre (3 credits)
201 The Development of Dramatic Art (4 credits)
301 History of the Theatre I (4 credits)
302 History of the Theatre II (4 credits)
333, 334, or 335 Theatre Workshop (6 credits)
404 Drama Seminar (4 credits)
415 Play Direction (4 credits)
In addition, B.F.A. candidates will complete one of the following sequences:

Performance Emphasis:
224 Acting II (4 credits)
290 Voice for the Actor (4 credits)
331 Acting III (4 credits)
424 Acting IV (4 credits)
DANCE: Modern and/or Ballet two technique courses (3 credits)
VOICE: Selected from Music 140 (private lessons), Music 141 (voice class),
or Communication 231 (Voice and Diction) (3 credits)

Design/Technical Emphasis
145 Lighting for the Stage (3 credits)
340 Scene Design (4 credits)
345 Advanced Technical Theatre (4 credits)
347 Costume Design (4 credits)
401 Theatre Practicum: a, d, e, or f (6 credits)

Theatre Minor

Required Courses for Minor in Theatre: 20 credits

A. 109 Introduction to the Theatre (4 credits)

B. One course from the following four courses: (3 credits)
123 Acting I
140 Costuming
144 Introduction to Technical Theatre
145 Lighting for the Stage

C. All of the following:
201 The Development of Dramatic Art (4 credits)
301 History of the Theatre I; or 302 History of the Theatre II (4 credits)
333, 334, 335 Theatre Workshop (1 credit)
404 Drama Seminar, or 426 Theory of Theatre (4 credits)

Course Offerings

Introduction to the Theatre (THTR-109)
A study of the fundamental aesthetic principles of the theatre, examining the artistry of playwright, ac director, and designer through theory and practice. Attendance at Department's mainstage production required. Writing is emphasized through critiques and papers. **Bryan, Gander, Pauzé, Turnbull. 4**

Elementary Acting (THTR-121)
The student is introduced to exercises designed to free the imagination through improvisation and the games as well as various psychodramatic techniques. In addition, the basic skills of physical and vocal te nique are explored through scene work. Designed for the non-major. **Bryan, Gander, Pauzé. 3**

cting I: Voice and Movement (THTR-123)
n integrated approach to free, develop, and strengthen the voice and the body of the performer. Special tention is given to improvisation, and the discovery of action implied by dialogue in a play script. The eginning course for majors interested in performance. **Farris, Gander. 3**

ostuming (THTR-140)
n introductory course in which the student participates in the major steps of the costume design and creation ocess: script analysis, research and design, color and fabric choices, pattern development, and basic garment nstruction. **Turnbull. 3**

ake-up (THTR-143)
ake-up for the performer and designer, with an emphasis on adapting designs to facial structure. Topics clude character make-up, fantasy make-up and special effects make-up. **Turnbull. 3**

troduction to Technical Theatre (THTR-144)
troduction to the theories, principles, and techniques of technical theatre. Topics include the historical delopment of technical theatre, current practices in scenic construction, stage lighting, and sound, and the role technology in theatrical production. **Pauzé. 3**

ghting for the Stage (THTR-145)
troduction to the theories, principles and techniques of theatrical lighting. Topics include the physical propies of light, basic electrical theory, stage lighting technology and equipment, and lighting design. **Pauzé.**

troductory Topics in Theatre (THTR-199)
general category used only in the evaluation of transfer credit. **Staff. 1-4**

e Development of Dramatic Art (THTR-201)
study of the historical development of the drama from classical to modern times. Emphasis is given to the mparison of differing dramatic forms. **Farris. 4**

t II: Characterization (THTR-224)
scene study class, the primary purpose of which is the application of skills learned in Acting I, with emphaon creating character through action, given circumstances, and character relationships. Prerequisite: 123 consent. **Gander. 4**

afting (THTR-243)
intensive study in basic drafting techniques used in theatre, including isometric and orthographic protion, mechanical perspective, true size and shape, floor plans and sections. Focus is on computer-assisted fting (CAD) techniques. (Not offered in 2002-2003) **Pauzé. 3**

ice for the Actor (THTR-290)
ensive, practical work designed to develop the speaking voice of the actor. Daily exercises in projection, culation, placement, and focus. Special attention will be given to eliminating regional speech mannerisms. peatable up to a maximum of eight credits. **Gander. 4**

ermediate Topics in Theatre (THTR-299)
eneral category used only in the evaluation of transfer credit. **Staff. 1-4**

tory of the Theatre I (THTR-301)
tudy of the theatrical culture of western civilization from ancient Greece through the Renaissance. Topics nvestigation include classical Greek drama, Roman spectacle, medieval religious and secular theatre, comlia dell'arte, and Renaissance and baroque pageantry. The approach is a documentary one, concentrating the reconstruction of performance practices through use of primary evidence, both textual and pictorial. fills Western Studies requirement. **Bryan. 4**

History of the Theatre II (THTR-302)
A survey of post-Renaissance theatrical culture and production forms, including the Restoration stage, the age of Garrick, Weimar classicism, Romantic theatre and opera, melodrama and poetic spectacle, the independent theatre movement, and in the 20th century, the innovations in particular of the Continental theatre – Meyerhold, Brecht, Artaud and others. A unit on Asian theatre will be offered as well. **Bryan. 4**

History of American Theatre (THTR-324)
The derivation of American theatre in the patterns of colonial culture and the development of the theatre from the 18th century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th centuries. (Not offered 2002-2003) **Bryan. 4**

Act III: Techniques in Acting Shakespeare (THTR-331)
Study of techniques in speaking Shakespeare's verse – scansion, paraphrase, use of imagery, structuring the long speech. Prerequisite: 121 or 123 or consent. (Not offered 2002-2003) **Farris. 4**

Theatre Workshop: Rehearsal and Performance (THTR-333)
Participation in mainstage production as actor or stage manager. **Staff. 1-2**

Theatre Workshop: Costumes/Make-Up (THTR-334)
Participation in mainstage production as costume or make-up designer or crew member. **Turnbull. 1-2**

Theatre Workshop: Scenery/Lighting/Properties (THTR-335)
Participation in mainstage production as technical director or scenery, lighting, or properties designer or crew member. **Pauzé. 1-2**

Scene Design (THTR-340)
An introductory course providing the student with a systematic illustration in theory and practice of the role and function of the stage designer. The course also provides an introduction to many of the media and techniques of the theatre designer. Projects will be based on play texts and will concentrate on the development of the student's ability to translate verbal, intellectual, and emotional concepts into concise, visual statement. (Not offered in 2002-2003) **Pauzé. 4**

Costume History (THTR-341)
A study of the development of Western dress with emphasis on how the "fabric" of each period (i.e., the trends in thought, art, culture, politics, and economics) made its impression on the fashion of the day. (Not offered 2002-2003) **Turnbull. 4**

Advanced Technical Theatre (THTR-345)
A study of various advanced topics in technical theatre, emphasizing theory and technique. Prerequisite: 14
Pauzé. 4

Costume Design (THTR-347)
A studio course concentrating on specific problems in costume design, both technical and interpretive. Emphasis is on textual analysis, research and exploration of rendering techniques. Prerequisite: 240 or conse
Turnbull. 4

Production Management (THTR-349)
An examination of the responsibilities of the production staff in the commercial and non-commercial theatre. This includes discussion of financial, stage and house management. (Not offered 2002-2003) **Pauzé. 4**

Directed Study (THTR-361)
Staff. 1-4

Directed Study (THTR-362)
Staff. 1-4

ıdependent Study (THTR-363)
:aff. 1-4

ıdependent Study (THTR-364)
aff. 1-4

dvanced Topics in Theatre (THTR-399)
general category used only in the evaluation of transfer credit. **Staff. 1-4**

ıeatre Practicum (THTR-401)
ıeory and creative practice in selected areas of the theatre arts for the talented and superior student. As gistration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will counted toward graduation. a. Problems in Costuming b. Problems in Styles of Stage Directon c. Special udies in Dramatic Literature d. Problems in Theatre Management e. Advanced Problems in Scene and/or ghting Design f. Advanced Problems in Costume Design g. Special Studies in Children's Theatre **Staff. 3-4**

ıeatre History Seminar (THTR-403)
ensive study of the historical, cultural, and aesthetic significance of theatre production during a specific riod or particular revolutionary movement in the history of the theatre. Topics will vary from year to year. peatable. Prerequisites: 301 and 302 or consent. **Bryan. 4**

ama Seminar (THTR-404)
ensive study of a major playwright, genre, form or theme. The seminar topic will vary from year to year. peatable. Prerequisites: 201 or two courses in English literature. **Bryan, Farris, Pauzé. 4**

ıy Direction (THTR-415)
eoretical and practical work in direction. Each student is responsible for selecting, casting, and rehearsing nes and/or plays of various length. Prerequisites: 201, 144 and 121 or 123. **Gander, Pauzé. 4**

ting IV (THTR-424)
ensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: v approaches to developing roles, styles of acting, interdependency of design and movement and working h new scripts. Repeatable. By consent. **Farris, Gander. 4**

eory of Theatre (THTR-426)
e analysis and comparison of critical approaches to the theatre from Aristotle to the present, with emphasis recent and current issues in theatrical theory, criticism and scholarship. Prerequisite: junior standing **Staff.**

sign Seminar (THTR-441)
ended for the advanced production and design student. Content will vary from year to year. Areas offered l range from problems in advanced design to scene painting and stage decoration. Emphasis will be on earch and skill development. **Pauzé. 4**

ıior Research (THTR-451)
ff. 4

ıior Research (THTR-452)
ff. 4

ior Comprehensive Project (THTR-458)
ractical project in performance, design or theatre management with work accomplished in the University atre or Theatre II. Course can be elected to satisfy a comprehensive experience in the department by A. majors only. The course is offered both semesters, but it can be taken only once. **Staff. 4**

Honors Project (THTR-461)
Staff. 4

Honors Project (THTR-462)
Staff. 4

Women's Studies

Faculty

Director: TBA

Associate Professor Toni King, Joint Appointment with Black Studies

Faculty: Professors Robin Bartlett, Bahram Tavakolian; Associate Professors Suzanne Condray, Susan Wrigh Diduk, Barbara Fultner, Karen Graves, Amy Green, Toni King, Sara Lee, Bernardita Llanos, Gill Wrigh Miller, Joan Novak, Sita Ranchod-Nilsson, Kaye Rasnake, Lyn Robertson, Sandra Runzo, Mary Tuominen

Departmental Guidelines and Goals

The Women's Studies Program offers a variety of experiences for students to learn about women and em power themselves to become effective citizens. Women's Studies is an interdisciplinary program that offe introductory courses and advanced courses designed to prepare liberal arts students to analyze issues cor cerning gender, race, and class in contemporary societies. The Women's Studies Program offers a major an minor for those who wish to focus on gender and ways in which gender, race, class, and sexuality constru experiences.

Students have the opportunity of participating in a variety of internships located throughout the country th acquaint them with women's issues. Students are encouraged to develop leadership skills by taking active pa in campus life.

The Women's Studies Program sponsors regular symposia on gender issues that include presentations b Women's Studies faculty as well as Women's Studies scholars from universities throughout the United Stat Program members participate in the Great Lakes Colleges Association, which provides conferences f Women's Studies students and faculty.

Women's Studies Major

Women's Studies majors are required to take a total of 32 credit hours. Many students double major Women's Studies and another field. Students may sign up for a course either under the department number under the Women's Studies number. Both numbers will count toward the Women's Studies major or min All courses except for WMST 101 will be at the 200 level or above. All Women's Studies majors must ta the following:

(1) Required core courses:
WMST 101 Issues in Feminism 4 credits
WMST 298 Cultural and Social Methods 4 credits
WMST 307 Feminist Theory: Gender Justice 4 credits
WMST 451 or 452 Senior Research 4 credits
(2) One course on women of color in the United States, or women in developing countries 4 credits
(3) One Women's Studies science or social science course (communication, education, political science, ps chology, sociology/anthropology, etc.) 4 credits
(4) One Women's Studies humanities or fine arts course (art, dance, history, literature, music, modern la guages, philosophy, religion, etc.) 4 credits

One Women's Studies elective chosen from courses listed or cross-listed as Women's Studies courses. 4 credits
ıe of the courses used to fulfill requirement (2), (3), or (4) must be a course cross-listed with Black Stud-
. *The same course cannot be used to fulfill more than one of the above requirements.*

'omen's Studies Minor

›men's Studies minors are required to take a total of 24 credit hours. All courses except for WMST 101 ll be at the 200 level or above.

t Women's Studies majors must take the following:
Required core courses:
MST 101 Issues in Feminism 4 credits
MST 298 Cultural and Social Methods 4 credits
MST 307 Feminist Theory: Gender Justice 4 credits
One course cross-listed Women's Studies/Black Studies 4 credits
Two Women's Studies electives chosen from courses listed or cross-listed as Women's Studies courses. 4 credits
e same course cannot be used to fulfill more than one of the above requirements.
idents are encouraged to consult with the Director of Women's Studies in making their choices.

)urse Offerings

ues in Feminism (WMST-101)
is interdisciplinary course will examine some aspects of institutionalized sexism in contemporary America, h as differential role socialization and its consequences; legal inequalities; job discrimination; reproductive ıes; and violence against women. Every woman's experience of sexism is mediated by her class, race, age, gion, sexual preference and so forth; therefore the diversity of women's experience is a key factor in our dy. The class format will be primarily a lecture discussion format and small group discussions. **King. 4**

›ics in Women's Studies (WMST-190)
ff. 4

:ual Inequality (WMST-210)
s course compares and evaluates a variety of theories which attempt to explain the origins, persistence, l effects of sexual inequality in American society. In particular, it explores a number of settings: the family, workplace, the political arena, religious activity, violence against women and face-to-face interactional texts. Special attention is given to the ways in which race/ethnicity, class and sexual orientation shape der experiences. Although its primary focus is American society, the course compares problems of sexual quality in American society with other, quite different, societies in order to gain a comparative under- ıding of how discrimination, prejudice, and structural inequality, wherever they are found, create special blems for women. Throughout, the focus is on learning to use structural, historical, and theoretical in- nation as guides to understanding social change and the choices facing women and men. This course n the Social Science division satisfies the Minority/Women's Studies requirement and has no prerequisite. **›minen, Diduk, Tavakolian. 4**

men in Music (WMST-220)
torically, women have played an integral role in musical traditions around the world, although the extent ıeir contributions has only recently been recognized and studied in an academic context. This course from Fine Arts division will trace the development and current state of women's roles in music in America, uding twentieth-century art music composers, musicologists, teachers, and performers of classical and ular genres such as blues, jazz, country, gospel, rap, and rock. **Staff. 4**

Women in Literature (WMST-225)
Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such a sexuality, history, race, class, identity and power. This course is taught in the Humanities division. **Staff. 4**

Exploring Women's Spirituality (WMST-227)
This course from the Humanities division explores writings on spirituality developed by women for the cor temporary world. Students will be asked to compare the proposals made by women from diverse backgroun in order to identify commonalities and to better understand reasons for differences. Each semester, several tr ditions will be examined in depth; possible traditions include Christian Feminist Spirituality, Goddess Spi ituality, African American Womanist Spirituality, Lesbian Spirituality, Jewish Feminist Spirituality, Asia American Woman's Spirituality, Latina Spirituality and Women's Christian Spiritual Writings developed Asia, Africa and South America. **Novak. 4**

Gender, Race and the Media (WMST-229)
The course from the Social Science division examines the historical constructions of gender and race media portrayals, as well as the sociocultural implications of those constructions. Topics address issues media access, coverage, representation and perspective conveyed in print, broadcast, advertising, and fil mediums. A goal of the course is to help students become aware of the influence perspective and access pl in the construction of ideas and images. **Staff. 4**

American Women's History (WMST-240)
This course from the Humanities division surveys the history of women in the United States from 187 1989. We will emphasize the experience of women of all races, classes and sexual orientations – women wh entered the paid labor force in increasing numbers by the turn of the century and non-wage earning wome who performed work integral to the survival of their families. We will use political essays, popular cultu and literature to map out the multiple views of women's role in American society. In particular, how ha the "traditional" view of women (keeper of home and family) and the "progressive" view of women (care oriented and independent) conflicted, converged and evolved over the past century? Cross listed with Hist 281. (Offered 2nd semester) **Green. 4**

Women in Modern Europe (WMST-241)
This course from the Humanities division surveys the history of women in Europe from 1700 to the prese Topics covered include women in revolutions, the effect of industrialization on women and the family, chan ing views of sexuality, women's rights movements and socialism, the female experience in world wars, wom under fascism and women in the welfare state. **Dollard. 4**

Black Women and Organizational Leadership (WMST-265)
This class explores Black women's leadership orientation in organizations. Afrocentric and womanist fram works are used to inquire about Black women's leadership in the context of their lives. In this course explore and theorize Black women's use of communal and generative leadership orientations as well as th application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their ra class, and gender, as well as the unique challenges Black women leaders face in creating a supportive l structure are examined. Finally, students will critique major leadership theories in light of what they ha learned about Black women leaders. This course will be counted in the Humanities division. **King. 4**

Women and Western Religion (WMST-272)
An introductory course analyzing the historical experiences of women within Western religion and contem rary trends in feminist theological thought. Although the emphasis will vary, students will be asked to evalu critically topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, argume that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructi and contemporary Western Goddess spirituality. (Not offered 2002-2003) **Novak. 4**

›men and the U.S. Economy (WMST-273)
is course from the Social Science division is an advanced economics course focusing on women in the or force. Recent trends in women's labor force participation, occupational segregation and earnings are umined. Both Neo-classical and Radical theories are applied to these trends for possible explanation. Fi- ly, numerous ways to intervene in the market on the part of government and private enterprises are studied determine the most effective way to rectify observed market imperfections. Prerequisite: 201 or consent. ›t offered 2002-2003) **Staff. 4**

ltural Studies in Dance (WMST-274)
s course from the Fine Arts division will frame Western social and concert dance as a complex political ivity made public through various agendas of race, creed, national origin, sexuality and gender. Using neory of assimilation, transmission and migration, students will meet a series of historical works and ce movements (disco, rave, etc.) while simultaneously being exposed to poststructuralist epistemology feminist theory in order to analyze them. In this way, the course aims to teach ways of interrogating ial practices surrounding dances in any culture from a Western academic perspective. (Not offered 2002-)3) **Miller. 4**

losophy of Feminism (WMST-275)
inism can radically challenge traditional ways of doing philosophy. In asking why women and women's erience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to ctivity, universality and truth. Thus, feminist criticism probes some of the most fundamental philosophical mptions about our knowledge of and interaction with the world and other people. Are there philosophi- y significant differences between men and women? This course from the Humanities division examines and other questions, emphasizing contemporary feminist discussions of epistemology, ethics and science. sfies General Education requirement in Minority/Women's Studies. Prerequisites: any 100-level course in osophy, one course in Women's Studies or consent. **Fultner. 4**

ics in Women's Studies (WMST-290)
f. 4

tural and Social Methods (WMST-298)
s course examines both scientific methods and social analysis based on empirical research and the inter- ive strategies that have developed out of the humanities for understanding societies. It provides experience e design and implementation of social and cultural research with a focus on women's studies. The course examine the epistemological issues that underlie research in women's studies, the ethical and political stions involved, and the assumptions that shape various methods. Students will apply the methods learned eir own research projects. Prerequisite: One Women's Studies course or consent. **King. 4**

chology of Women (WMST-301)
course examines psychological research and theory. Topics include sex bias in psychological research, ler differences in personality and abilities, lifespan development, problems of adjustment and psychother- women's health, female sexuality, and violence against women (rape and wife battering). The Women's ies program will count this course as a Social Science experience. **Staff. 4**

nen in the Arts (WMST-302)
course from the Fine Arts division will focus on 20th century American art created and executed by en. Using feminist theorists ranging from Nochlin to the Guerilla Girls, Adair to Schneider, this course presentative rather than comprehensive. We will observe, discern, analyze, interpret, and evaluate rep- ntative works, engage in a collaboratively designed research project including interviews of artists and a final theoretical paper together. Students should be prepared to attend many artistic events in the area de of class. **Miller. 4**

The Gendering of Self and Culture: Women in Latin American Arts (WMST-305)
This course from the Humanities division will examine different forms of discourses by Latin America women writers, filmmakers and artists from the 60s to the present. The focus will be the analysis and discussion of the different cultural operations used by Latin American women to question and critically examin their cultural tradition and society. **Llanos. 4**

Feminist Theory: Gender Justice (WMST-307)
This course examines various ways of understanding gender by looking at a variety of feminist theories. Fou different theories of feminism will be emphasized: liberal feminism, socialist feminism, radical feminis and postmodern feminism. Particular consideration will be given to issues raised by multiculturalism, wome of color, womanist perspectives, queer theory, class concerns and international feminist movements. Eac theory will be examined to understand how it constructs notions of justice. The course will introduce studen to a variety of theories to enable them both to recognize and use those theories in their research and soci practice. Students will be encouraged to become reflective about their own theoretical stances and to consid how societies can move closer to justice for both women and men. Prerequisite: one Women's Studies cour or consent. **Staff. 4**

Postmodern Politics: Sexed/Racialized/Classed (WMST-309)
This class from the Social Science division focuses on postmodern philosophy to examine the key texts i volved in its construction in order to understand how poststructuralism and deconstruction can be used analyze sex, race and class in the American culture. Using language analysis from this philosophical tra tion students will become familiar with how this philosophical tradition can be used in the analysis of a development of public policies. Students will use the framework to reflect on how they construct the self a what these different notions of self mean for private and public life, especially in terms of sex, race and cla Students will be encouraged to develop systematic skills in the use of poststructuralism and deconstruction the social sciences. **Staff. 4**

Democracy for all? Race/Ethnicity and Gender in America (WMST-311)
The course from the Social Science division will examine theories of a democratic system which have b proposed by American scholars who have responded to the issues raised by those concerned about the opp tunity for women and minorities to participate as full citizens in the American system. The focus on curr democratic theories will examine models of democratic institutions for nation state governance and for g ernance in daily life institutions such as the family, school, workplace and local communities. Students w be encouraged to reflect on their own models of responsive and ethically responsible democratic practic **Staff. 4**

Women and Health (WMST-312)
This is an interdisciplinary course on issues related to women's health. It will explore historical, epiden logical, social, economic and political issues related to women's health and health care. Topics to be cove include the influence of gender on health research and policy, sex/gender differences in health status, contribution of gender to specific health issues (eating disorders, violence against women), and the r tionship between women's reproductive capacity and health issues. The course also incorporates the r of race/ethnicity, social class and sexual orientation in health status and health care. The Women's Stu program will count this course as Social Science experience. **Staff. 4**

Families, Sexuality and the State (WMST-313)
In this course from the Social Science division we analyze historical and contemporary patterns of f ily/kinship organization and the relationship of families to broader political and economic structures. explore families and kinship from a cross-cultural perspective, as well as examining the ways in which r ethnicity, economic status and sexuality shape family/ kinship structures in the contemporary U.S. We plore specific issues including women's paid and unpaid labor in families; families and welfare state polic power and violence in families; changing family and kinship structures; ideologies of motherhood; birth

ıd reproductive technologies; and the impact of family structures and gender ideologies on women's politi-
ıl activism. These case studies will be analyzed in the context of anthropological and sociological theories
families, kinship, and gender relations, including feminist theories of the social construction of gender.
his course satisfies the Minority/Women's Studies requirement. Prerequisite: 100 or consent. **Tuominen. 4**

/ork and Society (WMST-315)
this Social Science seminar we analyze historical and contemporary patterns of the organization of work.
sing theoretical and ethnographic perspectives we analyze the work historically undertaken by members in
rious cultures and the relationship of work to broader political and economic institutions and processes.
e analyze gender, racial/ethnic and class relations and how these shape work in the U.S., as well as cross-
lturally. Prerequisite: 100 or consent. **Tuominen. 4**

'omen and American Politics (WMST-317)
iis course from the Social Science division will begin an analysis of women and American politics by
ginning with an examination of the women's movement from 1776 through contemporary political activity.
ie course will then turn to an examination of women's participation in governmental institutions especially
Congress and the Executive Branch. The third portion of the course will focus on women and public policy.
aff. 4

omen in Sport (WMST-320)
iis course is designed to give students a comprehensive look at women in sport: past, present and future.
tis course will examine and analyze the issues surrounding women and sport from historical, psychological,
ciological, physiological, political and philosophical perspectives. Cross-listed with Physical Education.
ie Women's Studies program will count this course as a Social Science experience. (Offered one semester
ch year) **Lee. 4**

ender and Change in Cross Cultural Perspective: Women, Development and Ecology (WMST-321)
ır foci in this Social Science course will be on the diverse ways in which rural women in emerging nations
nceptualize and utilize landscape and resources, and on the effects of material changes in natural and
ial environments on the quality of gender relations, social life and community organization. The course
ll also look comparatively, but more briefly, at the experiences of women migrants and urban workers.
will consider the formulation and implementation of goals for economic and social change, such as
stainable agricultural development and rural cottage industries that may contribute to material well-being
thout damaging the natural environment, and we will examine how cross-cultural alternatives to Western
nceptions of gender and ecology may serve as a basis for prospective changes within our own society. This
ırse satisfies the Non-western Studies Requirement. Prerequisite: S/A 100 or consent. **Ranchod-Nilsson,**
vakolian, Diduk. 4

rican-American Women's Literature (WMST-325)
storical and contemporary African-American women's literature grounds an inquiry into black women's
rary and intellectual traditions within the matrix of race, gender, class and sexual relations in the United
tes. This course will be counted in the Humanities division. **Staff. 4**

)men and Political Leadership (WMST-333)
e course will involve the development of a theoretical model for leadership that explores political leader-
p as a vocation for citizens in the United States. The course from the Social Science division will explore
ic political questions about authority, the appropriate use of power, community building, ethics and re-
nsibility for self and others. About one-third of the course will involve introducing students to the logic
empirical inquiry – especially qualitative methods – so that they can design a leadership project that will
olve the empirical study of leadership. Students will read biographics and autobiographies – many of them
ut or by women – to examine leadership in concrete situations, to develop their understanding of politics.
: course will focus on women and political leadership. **Staff. 4**

Directed Study (WMST-361)
Staff. 1-4

Directed Study (WMST-362)
Staff. 1-4

Independent Study (WMST-363)
Staff. 1-4

Independent Study (WMST-364)
Staff. 1-4

Topics in Women's Studies (WMST-390)
Staff. 4

Critical Pedagogy: Gender, Race and Class in U.S. Education (WMST-391)
Gender and race are central concerns throughout this course in its examination of current critical issues in US education. Readings are drawn primarily from the sociology of education. Particular attention is given to critical and feminist pedagogies. This course from the Social Science division includes a two-hour commitment each week to service learning in a social service agency. **Graves, Robertson. 4**

Senior Research (WMST-451)
Staff. 4

Senior Research (WMST-452)
Staff. 4

Honors Project (WMST-461)
Staff. 4

Honors Project (WMST-462)
Staff. 4

pecial Courses and Opportunities

'ertification in Organizational Studies

ofessor David P. J. Przybyla, Director

)mmittee: Professors Sarah Hutson-Comeaux, Toni King, Joan Novak, Kevin Wetmore

ıtionale

ıe Organizational Studies program is multidisciplinary in intent and grounded in the liberal arts. Developing heoretical base for organizational participation, leadership, and human interaction requires moving beyond single area of specialization. Through a multidisciplinary approach, students will begin to develop 1) an derstanding of the human condition as it is experienced in organizational life, 2) an understanding of the mplex nature of systems and institutions, and 3) the capacity for analysis that moves beyond simplistic so- ions to explore the interplay of values, responsibility, and the achievement of social goals. The goals of this :oretical base are to be supplemented by and integrally related to both a significant internship experience in appropriate organization and the mastering of specific skills not available in the regular curriculum.

:neral Requirements for the Certificate

order to fulfill the expectations identified in the rationale, a student must complete four core courses, ticipate successfully in a Summer Seminar and an appropriate internship, write an integrative paper upon npletion of the internship, and complete an elective/application requirement.

re Courses

e four courses two from Area A and two from Area B must be taken from at least three different depart- nts.

The Individual Within the Organization. Courses that meet this requirement are designed to focus on the e and development of the individual in organizational settings. Students will examine some combination he following issues: 1) how individuals acquire, develop, and use knowledge in organizational settings, 2) v individuals communicate in the process of social interaction, 3) how individuals gain an overview of the ure and foundations of sociocultural behavior.

Organizational Processes and Social Organizing. Courses that meet this requirement are designed to focus interdependent relationships within organizations. Students will develop an understanding of organiza- al life that reflects on either the broad nature of social organizing or a specific aspect of organizational .

Electives or Applications. Courses and projects that meet this requirement are designed to focus on an ect of organizational studies that is particularly appropriate to the student s vocational aspirations, the grity of the program, and/or the major. Students have the following options:

An integrative directed study (or)
A senior research/honors project in the major that integrates the program into a new research project (or)
An elective course approved by the director and the advisory committee

ımer Seminar

premise guiding this four-week seminar is that organizations need persons capable of examining problems a critical and imaginative eye and of responding in an ever-changing environment with policies, actions, decisions derived from a broad knowledge base. A major strength of Denison s liberal arts program at it fosters the development of this broad knowledge base, as well as critical-thinking and problem- ing skills. The summer seminar focuses on the application of those skills in organizations. Students are)duced to the language and fundamental principles of organizational management, group processes and sion-making, marketing, finance, and accounting, enabling them to hear and interpret the problems faced

by organizations. In addition, students are provided with examples of concrete problems and allowed to investigate multiple solutions.

Internship and Integrative Paper

Internship and Integrative Paper The internship may take place during May, a summer, or during a full semester. In some fields (e.g., the Arts), it may be appropriate to begin with the internship, in which case the core courses will become forms of analysis of the experience, supplemented by the summer seminar. In other disciplines, the internship will become the venue where coursework and the summer seminar are brought into play. In either case, the completion of the internship shall result in a major, integrative paper.

Culminating Academic Experience

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may require majors to participate in this experience. The means of evaluation of this experience shall be at the discretion of the department.

Off-Campus Study Programs

One of the benefits of a liberal arts education is the freedom to explore various disciplines, to experiment with new ideas and to pursue opportunities for broadening one's horizons. Off-campus study is an opportunity to extend one's educational program beyond the Granville campus, with programs available in the United States and in foreign countries.

Eligibility

Mature, second-semester sophomores and juniors with a cumulative grade point average of 2.5 who have completed a year of study at Denison may apply to participate in off-campus study programs. (First semester seniors may petition to have the residency requirements waived.) Students may apply only to programs endorsed by Denison. Students who withdraw to attend off-campus study programs not endorsed by Denison or who go on a program without the approval of Denison will not have their course credits transferred to Denison.

Domestic Programs

Many students prepare for future careers, explore social problems, or do significant research through programs offered in the United States, such as the New York program in the arts and the semester in Philadelphia. Students with research interests may join scientists at Oak Ridge, Tennessee, in important projects in mathematics, sciences, technology, computers, and social sciences. A seminar in the humanities is available at the Newberry Library in Chicago. The Washington Semester introduces students to source materials at government institutions in Washington, D.C. Denison is a member of the Marine Sciences Education Consortium (MSEC) which provides a formal curriculum in the marine sciences, including supervised research at the Duke University Marine Laboratory, Beaufort, North Carolina.

Overseas Programs

The world is changing so rapidly that today's Denison students will spend most of their working lives in a universe very different from the one in which they went to high school and college. Students may wish to study abroad to:

1. probe areas of future consequence;
2. improve their language skills and immerse themselves in another culture;

earn more about how other countries conduct business or run government, deliver social services or express mselves in art and architecture.

st programs offer a rich variety of courses, but some specialize in science, art and literature, economics, itical science, or comparative urban study. The options available to Denison students are numerous and vide a broad range of geographic locations and academic curriculum from which to choose. Following are ne examples of programs available:

LCA-Approved Programs

nison requires that students apply to programs with a strong academic base. One such set of programs pproved by the Great Lakes Colleges Association (GLCA), a consortium of colleges much like Denison cellent, small liberal arts colleges such as Oberlin, Kenyon, Earlham, etc.).

e advantages of a GLCA-recognized program include the following:

resence of a faculty representative on the Denison campus, enabling students to plan a program directly h a faculty member.

uality control, so that students are assured of the soundness of the program in all its dimensions.

ase of financial transactions between the participating schools.

her Approved Program

vanced Studies in England (ASE)

e of 12 ASE U.S. affiliate institutions, Denison offers this special humanities-focused program connected n Oxford University to students interested in curricular areas such as Contemporary British Culture and iety, English Literature, History, Medieval Studies, Educationand Women's Studies.

Black College Program -

ison offers a program, usually for one semester, with Black colleges and universities such as Howard Uni- ity, Morehouse College, Spelman College and other historically black institutions. Any Denison student apply for this program which offers transferable credits in excellent pre-professional programs and an ly arranged financial exchange. This program offers another cultural experience within American society.

mark International Studies Program (DIS)

ison is a Coordinating University for this program, which offers courses (in English) in areas such Hu- ities and Social Sciences, Political Science/International Relations, Biology, Medical Practice and Policy, d Development and Diversity, Arctic Biology and Geology of Iceland.

many Justus-Liebig-Universität Exchange Program

Department of Modern Languages offers an exchange program which gives students studying German uage and culture the opportunity to spend a full year in Giessen. Of double benefit to the Denison com- ity, this exchange agreement also brings German students studying American Studies to the Denison pus.

itute for the International Education of Students (IES)

sponsors programs in Asia, Europe, Latin America and Oceania. One advantage in applying to an IES ram is that Denison, as a member of IES, has several spaces reserved for Denison students as long as qualify for a particular program.

School for Field Studies -

rs semester and summer environmental field studies programs in the following areas: Turks & Caicos nds, British West Indies (Marine Resource Studies); Australia (Rainforest Studies); Pacific Northwest

Canada (Rainforest and Fisheries Studies); Baja, Mexico (Coastal Studies); Costa Rica (Sustainable Development Studies); and Kenya (Wildlife Management Studies).

Other Affiliations
While no formal agreement exists with the following program providers, Denison works closely with each and has established special unofficial relationships with them: American University Center of Provence, Arcadia University s Center for Education Abroad, Butler University s Institute for Study Abroad, *Inter*Study, School for International Training, Sweet Briar in Paris

Specialized Summer Options -
Various faculties may offer specialized summer programs, linking curriculum with overseas study/travel. Examples are: English faculty taking students to England; Spanish faculty working with students in Spain or Mexico, French faculty taking students to France. These programs usually carry academic credit and run for six weeks.

Procedures

Students interested in exploring options should come to the Office of Off-Campus Study, Room 413, Fellows Hall. Application forms, policies, and procedures, and a complete bank of files of endorsed programs are available. Student advisers and the coordinator are available to help. Except for certain international students financial aid is available for students participating in Denison's approved programs. There are faculty liaisons for many programs, and students are required to work closely with their faculty advisers in determining appropriate programs. Students must obtain the written approval of the adviser in their major, as well as approval from the Office of Off-Campus Study, in order to participate in an off-campus study program. The number of students who may study off campus in a given year is limited to 10% of the student body.

Pre-Professional Programs

Denison's commitment to the liberal arts, the strength of our pre-professional advising, and the success of our graduates have made Denison well-known by professional schools ranging from medicine and business to law and engineering. Denison has maintained advising services and has joined cooperative education programs which can be of great help to you. Whether you earn a bachelor's degree at Denison and then go on to a professional school or combine three years of study here with several at another university, a Denison education and our advising programs can contribute significantly to the attainment of your professional goals.

Advising System

The director of Career Services, along with individual faculty members, provides strong and knowledgeable advising services. They will work with you in group and individual meetings from the time you express initial interest in, for example, attending law school, through the time you apply for admission to professional school. An important part of this advising involves helping you to prepare for qualifying tests and assisting with the arrangement of internships. At your request, a detailed file of your recommendations will be developed. Denison has earned the respect of deans of professional and graduate schools through mutual relationship building in the Central Association of Advisors for the Health Professions and the Midwest Association of Prelaw Advisors.

Medicine, Dentistry and Veterinary Science

Medical, dental and veterinary school admissions decisions are based on performance on nationally-sponsored admissions tests (Medical College Admissions Test, Dental Admission Test, Graduate Record Examination) and on academic achievement in both science and non-science courses. Students whose test and grade profiles are strong enjoy a high rate of acceptance by medical, dental and veterinary schools in their state of residence.

l by selective schools throughout the country. It is important to work closely with the Pre-Professional viser Pamela Allen regarding the application process.

ost of our undergraduates who are considering the health professions bolster their preparations and gain an erview of several related fields by taking an internship in a hospital or clinical setting.

1984, Denison established a "3-4" program with Case Western Reserve Dental School. Students may apply Case Dental School when they apply to Denison. Then, if the student performs satisfactorily in both liberal s and in science courses, he/she will receive official acceptance to the Case Dental School. Following three rs of study at Denison, the student moves directly into dental school. Students will receive a bachelor's ree from Denison and a Doctor of Dental Surgery from Case. Students can only apply for the 3-4 program e they have been admitted to Denison and prior to the first semester of classes. The Admissions office has CWRU dental school applications forms.

w

nison graduates are successful in gaining admission to law schools across the country. Students' perfor- nce on the Law School Admission Test and their academic records are the major determining factors in the nissions decision. Our records list over 75 institutions where Denisonians have recently studied law. Early tact with Pre-Professional Adviser Pamela Allen is strongly recommended.

ause of Denison's traditional strength in preparing students who do well in law, representatives from a nber of schools regularly visit the campus for Career Days and interviews. In addition, panels and programs uring practicing attorneys and internships in legal settings help students make realistic career decisions.

siness

road-based undergraduate program in the liberal arts is one of the most satisfactory preparations for grad- study in business administration and management, and large numbers of Denison graduates continue r studies in M.B.A. and M.M. programs across the country. Although the current national trend is to en- rage students to work several years between their undergraduate and M.B.A. programs, Denison students pre-M.B.A. advice and are advised to take the Graduate Management Admissions Test before graduating. y contact with Pre-Professional Adviser Pamela Allen is strongly recommended.

gineering

n a long-standing tradition of strength in science and pre-engineering, Denison offers two plans to prepare n engineering career. In the first, you receive a bachelor's degree after four years at Denison with a major atural sciences or mathematical sciences, followed by two years of graduate work at another institution ing to a master's degree in engineering. Graduate schools at numerous universities have accepted Denison ents and visit the campus regularly.

second plan is a "three-two" program in which you study three years at Denison and two at an affiliated neering school and receive two bachelor's degrees. Denison is affiliated in such binary programs with sselaer Polytechnic Institute, Washington University (St. Louis), Case Western Reserve University, and mbia University. Students interested in these plans should contact Dr. Steven Doty, Denison's engineer- liaison officer, in care of the Denison Physics Department (see page 177), at their earliest opportunity. required math and science courses include: Calculus I, Calculus II, Calculus III, Differential Equations, ntroductory Physics (see page 177) sequence (Physics 125-7 or equivalent), Modern Physics, General nistry (see page 46) I and II, and Computer Science 171. Additional courses may be required, depending e chosen field of engineering.

Environmental Management and Forestry

Denison offers a cooperative program with Duke University in the areas of Environmental Management a Forestry. You can earn the bachelor's degree from Denison and the master's in either Environmental Ma agement or Forestry from Duke after spending three years at Denison and two years at Duke's School the Environment. The major program emphases at Duke are resource economics and policy, water and resources, forest resource management, resource ecology and ecotoxicology and environmental chemist An undergraduate major at Denison in natural or social science or pre-professional emphasis in business engineering is good preparation for the Duke programs, but any undergraduate concentration will be cons ered for admission. If you are interested in this program, however, you should take at least one year each biology (see page 34), mathematical sciences, and economics at Denison. Biology (see page 34) Profes Juliana Mulroy has more information on both this program andthe following one in natural resources.

Natural Resources

Since the 1979-80 academic year, Denison has had a cooperative program with the School of Natural I sources at the University of Michigan to provide training for careers in the management and study of ren able natural resources. You attend Denison for three years and transfer to Michigan for two additional ye At the end of your first year at Michigan, you can receive your Denison bachelor's degree. Upon complet of Michigan's graduation requirements, a bachelor's degree in either forestry or natural resources is award

Medical Technology

Denison offers the basic courses needed to enter a professional program in medical technology. The Car Services staff can help you make arrangements to take part in certified programs, such as the one at Rochester General Hospital. Normally, you enter the professional program at the end of your junior y After successfully completing the training program at the cooperative university or hospital, you will rec a Denison bachelor's degree and be eligible for the registry examination given by the American Society Clinical Pathologists.

Occupational Therapy

Denison offers a "3-2" program in cooperation with Washington University (St. Louis). For students w equivalent admission criteria, those who satisfactorily complete Denison's three-year Pre-Occupational Th apy prerequisite courses and receive three favorable recommendations including the faculty adviser's, wil given preferred consideration over the non 3-2 student for admission to the master's degree program.

Denison students who meet prerequisites may also apply on a competitive basis to other schools of Oc pational Therapy. Students interested in Occupational Therapy and/or either of the above programs sho contact program adviser: Dr. Sam Thios in care of the Psychology Department (see page 192).

Summer Research Opportunities for Students

YOUNG SCHOLAR AWARDS support either independent research under Denison faculty supervisio collaborative research with Denison faculty. First-Year students, sophomores and juniors in all discipli (and self-designed majors) are eligible. Applicants from the Humanities, Arts and Social Sciences are gi special consideration.

ANDERSON RESEARCH ASSISTANTSHIPS support summer science research with a Denison fac member. Sophomores and juniors majoring in biology (see page 34), chemistry (see page 46), physics page 177), math/computer science (see page 65), geology (see page 114) or psychology (see page 192) eligible, though applicants with junior standing are usually given highest priority.

DURF (DENISON UNIVERSITY RESEARCH FOUNDATION) supports students who do collaborative research with Denison faculty. Denison faculty may apply for DURF funds to support a Denison student assistant for the summer. Any qualified Denison student is eligible.

Battelle Science Internships support science students in summer research either on campus or at another location. Recipients are chosen by science faculty.

WOODYARD SCHOLAR AWARDS support either independent or collaborative research under Denison faculty supervision. These awards support and encourage projects in the area of "Religion and Civic Responsibility." Students from all academic disciplines are invited to apply. Normally, the faculty adviser will be a member of the Department of Religion.

OTHER AWARDS. Student research may also be supported by outside grants received by faculty in various departments. Inquiries about any of the summer grants may be made to the Associate Provost.

May Term

May Term is an optional program providing students with attractive opportunities for exploring careers. Located in Career Services, May Term offers numerous internship sites around the country in a broad array of careers: business, education, government, law, medicine, science, non-profit, the arts and communication. Students may apply for these sites or may independently arrange internships in areas of career interest and geographical preference. Internships are for a minimum of three weeks in May or summer and may be extended depending on the site. Faculty-sponsored Travel Seminars or programs may be offered during May Term.

While neither credit nor grades are awarded, successfully completed internships and travel/study experiences are noted on the academic transcript. Employers, as well as graduate and professional schools, agree on the importance of this program to complement the on-campus academic experience.

Admissions, Costs and Financial Aid

Admissions

Denison is committed to enrolling well-rounded and diverse students of high intellectual ability. The Univer sity provides an environment that supports and promotes personal growth and academic achievement. Deniso values its faculty and academic programs, and its students who have come to learn and contribute.

Secondary School Preparation

Because a Denison academic education is a blend of electives, General Education core courses and departmen tal requirements, a broad in-depth secondary school preparation is highly desirable. The University strongl recommends that, by the time you graduate from secondary school, you complete four years of English; thre years each of mathematics, science and social studies; and three years of foreign language (at least two which should be in the same language).

The Admissions Committee takes particular note of Advanced Placement, Honors, International Baccalaur ate or enriched courses.

Admission Criteria

The quality of your academic performance, your grade-point average, and test results from the SAT I or AC are the most important factors considered by the Admissions Committee. Your admissions essay, as well written statements from your college adviser and an academic teacher, give us a greater understanding your personal characteristics and motivation. Important also is the quality, rather than the quantity, of yo extracurricular accomplishments, whether school, community or job-related.

Application Process

All students requesting admissions information will receive the Viewbook and an application. You may subm a first-year application any time between September 1 and February 1 of your senior year. A fee of $40 mu accompany your application. Denison also accepts the Common Application (www.commonapp.org), as w as applications generated by CollegeLink, Embark or Peterson's Universal.You may also visit our Web si www.denison.edu, for application materials and/or apply electronically via the Internet.

Early Decision Admission

If, after careful research, you decide that Denison is your first-choice college, you are encouraged to apply means of one of the Early Decision Plans. Candidates who wish to take advantage of either of these optio must sign and submit the Early Decision Agreement form enclosed with the application.

Early Decision I: The deadline for this plan is November 15, with notification of the decision by Decem 15. The Early Decision I Plan is intended for candidates who have decided by mid-fall that Denison is th first-choice college.

Early Decision II: The deadline for this plan is January 15 with notification of the decision by Febru 15. The Early Decision II Plan is intended for candidates who have decided by late fall or early winter t Denison is their first-choice college.

Admitted students must accept our offer of admission and pay a $300 enrollment deposit within two we to confirm their places in the entering first-year class. If you are a candidate for financial assistance, you n not reply to our offer of admission until two weeks after you have received your financial aid award. Defer candidates will be reconsidered along with the regular applicant group in the spring.

Guidelines for Regular Admission

Candidates for Regular Admission should apply no later than February 1 and present a consistent record of academic accomplishment. Final notification of our admission decisions for completed applications will be made on a rolling basis from mid-February until late March, and admitted students must respond to our offer by May 1. Matriculating first-year and transfer students are required to pay an advance deposit by the date specified in their letters of acceptance. Any student withdrawing after the specified deadline forfeits the deposit.

Campus Visit and Interview

As you go through your college selection process, you will discover the value of a campus visit and interview. When you visit Denison, plan to spend three hours: approximately 45 minutes for an interview, one hour for a student-conducted campus tour, and another hour to visit a class of your choosing.

The Admissions Office, located in Beth Eden House next to Swasey Chapel, schedules interviews from 8:30 to 11:30 a.m. and 1:30 to 3:30 p.m. on weekdays, and on Saturday mornings from 8:30 to 11:30 a.m., from September through April.

Because our Admissions staff travels extensively, we annually select and train a small group of outstanding Denison seniors to assist in interviewing candidates. You are likely to meet with one of these Senior Interviewers if you visit campus. Senior Interviewers share with our regular Admissions staff the responsibility for describing the University to you and appraising your candidacy for admission.

You are encouraged to write or, better yet, telephone a week or more in advance of your visit so that we may assist you in planning your time on campus.

Overnight Accommodations on Campus

If you would like overnight accommodations with a student host in one of the University residence halls, please write or call the Admissions Office at least two weeks in advance of your visit. Overnight stays and airport shuttles can be arranged Sunday through Thursday during the academic year. In consideration of your host's academic and personal schedule, we ask that you limit your stay to one evening.

If you wish to stay with a friend currently at Denison, you are encouraged to make your own arrangements.

Granville's Location

Granville is located 27 miles east of Columbus and is easily accessible from Interstates 70 and 71. Port Columbus International Airport is served by major airlines, and rental cars are available at the airport.

Alumni Interviews

Denison Alumni Recruiting Team (DART) and Denison Overseas Alumni Network (DOAN) members in many metropolitan areas across the country and overseas can serve as resource persons and can also interview you if you are unable to visit the campus. The report of your interview with a Denison graduate will become part of your admissions file. For local Denison alumni assistance or an interview, please call or write:

DART Coordinator
Admissions Office, Denison University
Box H
Granville, Ohio 43023
800-DENISON or
(740) 587-6276

Early Admission Program

Denison welcomes applications from mature, highly qualified students who intend to graduate from secondary school after three years. A campus interview is required for Early Admission candidates.

Deferred First-Year Student Matriculation

You have the option, upon being accepted at Denison, to defer your entrance for up to a year, provided you present an appropriate rationale for doing so and do not enroll as a full-time student at another college or secondary school in the interim.

You must submit by May 1 of the year for which you have been admitted the nonrefundable advance deposit required of enrolling first-year students, together with your written request for deferment of your matriculation. If your request is approved by the Admissions Committee, you must reconfirm your intention to enroll, in writing, by March 1 of the following year. If you fail to matriculate to Denison, your deposit will be forfeited to the University.

Transfer Admission

Denison welcomes applications from transfer students, including graduates of two-year or community colleges. Candidates may apply for entrance in either the fall or spring semester. Candidates for fall entrance should submit their applications by June 1. The deadline for second semester applications is December 1.

If you are admitted as a transfer student, you must complete at least 60 semester-hours of credit as a full-time student at Denison to be eligible for a degree.

For further information on Denison's transfer program, please call our Admissions toll-free number, 1-800-DENISON, or 740-587-6276 or write:

Transfer Coordinator
Admissions Office
Denison University, Box H
Granville, Ohio 43023

Denison's Admissions Office

For any additional information on admissions, call or write:

Admissions Office
Denison University, Box H
Granville, Ohio 43023
740-587-6276 or
1-800-DENISON
e-mail address: <Admissions@denison.edu>
Home Page: http://www.denison.edu

Annual Costs

Actual 2001-2002

Tuition	$23,680
Activity fee	$280
Student Health Fee	$280
Board (Plans A, B. or C)	$3,120
Room (multiple-single-apartment-suite)	$3,760-$4,700-$4,700-$4,170

ach student on full tuition pays less than his or her actual educational expenses. Gifts from alumni, parents, nd friends supplement endowment and other income to enable the University to meet this difference. Denison nd similar colleges' and universities' ability to mitigate the amount of additional charges while maintaining uality is clearly dependent upon the increasingly generous support of alumni, parents of present students, nd other friends.

he University reserves the right to make changes in costs at the beginning of any semester by publication the new rates for tuition, activity fee and student health fee three months in advance, and for board and om one month in advance of their effective date. Changes in other fees, charges, or policies may be made announcement one month in advance of the effective date of the change.

uition

e annual tuition permits a student to take a maximum of 18 hours each semester. An additional charge of 40 is made for each registered hour in excess of 18 hours. All excess-hour charges are billed by the Cashiers fice. A part-time student (8 hours per semester or fewer) is charged $740 for each semester hour of credit.

ctivity Fee

e activity fee provides basic support to the Denison Campus Government Association (student government Denison) and student organizations DCGA sponsors.

udent Health Fee

e student health fee provides basic support to the Student Health Service. This fee covers general operating enses. Fees for inpatient care ($105/day), medicine, laboratory tests and procedures, office surgery and dical equipment will be charged to the student.

roup accident and sickness medical plan is also available to students. The Cashiers Office mails details of plan to students in the summer.

ard

ls are served in the college dining halls throughout the academic year except during vacations. The e Blanche Meal Plan provides breakfast, lunch, dinner and the late night option (offered Tuesdays and rsdays) in one of the dining halls. More detailed information on this and the other meal plan options will ent to students along with their semester bill.

om Rent

sing options are: multiple room, single room, apartment or suite. In addition, students will be charged for damage beyond ordinary wear to the room and its contents.

Other Fees

Auditing Classes

This privilege may be granted to any student. A regularly enrolled full-time student may be permitted to au one course each semester without additional fee and without academic credit. In all other cases, an audit pays a sum equal to one-half the tuition rate paid by a part-time student ($370 per registered hour).

Off-Campus Programs

An administrative fee of $360 per semester is charged to each student participating in an off-campus progra

Books and Supplies

Bookstore purchases may be paid by cash or check, Visa, Mastercard, American Express or Discover Car or through a Denison University "Big Red Card" deposit account. (Information on the Big Red Card will sent to all students prior to the start of each semester.)

Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music. A surcharge of $295 per ha hour (1 credit) or $590 per hour (2 credits) of instruction per semester, including the necessary practice ti is assessed for applied music lessons. The surcharge is waived for one (1) credit of lessons each term music majors and two (2) credits of lessons for Performance Majors and Performer's Certificate minors lessons in their primary instrumental or vocal medium. Music majors may petition the Department of Mu for a two-credit surcharge waiver. The fee for the *required* hours of private music lessons (voice only) for BFA program in Theatre will be waived.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental mu without extra charge.

Department of Cinema Fees

The following fees apply:
Advanced Cinema Production Lab Fee $145
Elementary Cinema Production Materials Fee $ 115
Cinema Techno-Aesthetics Fee: $115

Special Fees

A $45 materials fee is charged for courses such as ceramics, sculpture, printmaking, drawing and life drawi and photography where the student becomes the owner of tangible items created. This is subject to cha from semester to semester.

Some fine arts studio courses and science lab courses may have additional expenses.

There is a fee for uniforms and equipment needed for the Taekwondo course.

Enrollment Deposit

A $300 enrollment deposit is required of all students prior to enrollment at Denison. It is due each year May 1 for entering first-year students. This deposit is held during the full term of a student's enrollm Upon withdrawal or graduation from Denison, the deposit is first applied to any outstanding balance on student's account, and the remainder is refunded. The deposit is forfeited if a continuing student withdr

fter June 1 for the ensuing fall semester or after November 1 for the ensuing spring semester. For any new or ansfer student (a student who has not attended Denison during at least one semester), the deposit is forfeited the student withdraws after May 1.

ayment of Bills

ll bills are payable in the Cashiers Office. To help develop a sense of responsibility and a greater appreciation the educational opportunity, the University has a policy of collecting bills from the student rather than from s or her parents. The student, however, may request that all bills be sent to another party for payment as scribed later in this section.

mester Bills and Late Payments

mester bills are due in July for the first semester and in November for the second semester but may be paid advance. Bills not paid by the due date are subject to a late payment fee of 1 percent per month or any rtion thereof on the unpaid balance until the bill is paid in full. Registration for a semester is not permitted less all fees are paid in accordance with the terms of the payment plan selected (See Payment Plans, below). ese bills are mailed early in July and November to the student's billing address.

lvanced Course and Housing Registration

e University conducts advanced course registration each semester for the ensuing semester's work, and ising registration each spring for the following academic year.

fees must be paid to permit advanced course and housing registration.

scellaneous Bills

oices for miscellaneous items such as lost keys, identification cards, residence hall damages, lock core nges, medications and other health services, and driving and parking infractions, are issued by the depart- nt authorizing the bill with a copy mailed to the student at his/her Slayter Box and a carbon copy sent to Cashiers Office. All charges (except as noted below) are included on the comprehensive billing statement ch is mailed to the permanent billing address. Confidential health center services are added to the account / if not paid within 10 days. Unpaid telephone bills (once PIN is deactivated because of non-payment) and aid library fines are also periodically added to the billing statement.

University reserves the right to notify parents when scheduled payments are not met by the student. lents may want all bills, both semester and miscellaneous, sent to one particular address. This can be mplished by notifying the Cashiers Office, in writing, of the name and address to be used for billing poses. This notification must be signed by the student. All remittances to the Cashier sent by campus mail ld be addressed to Doane Box 12 or Slayter Box 216.

udent is ineligible to attend classes unless his or her bills are paid when due. A student is denied an rable separation, an official record of credits, or a diploma until all University bills are paid in full.

re applicable, refund checks are automatically issued upon withdrawal or graduation. Continuing students request refunds any time their account has a credit balance of $25 or greater, or at the end of the academic if the credit balance is less than $25.

University accepts student checks for payment of bills; however, a $10 charge is assessed on all checks ned by the bank. The University does not provide check cashing privileges for students at the Cashiers e. Numerous banking and savings institutions are available in Granville which offer a variety of checking avings plans. It is recommended that students establish an account with a local financial institution to tate their bill paying and cash needs.

Payment Plans

Several monthly payment plans are available to parents of Denison students. Long-term loans are also avai able. These plans may provide insurance for continued payment of educational expenses in case of death the insured parent. Details of these plans are sent to students in the spring each year for the following year enrollment.

Late Registration

Students failing to complete all registration matters by the final deadline of the tenth class date of the ter and/or failing to respond properly to University official's notices regarding the problem shall be withdraw from all preregistered courses. Such withdrawal shall carry with it financial forfeitures in accordance wi the refund schedules outlined below. Appeal of this action shall be to the Registrar's Advisory Board and, upheld, will normally carry a minimum penalty of $50 and other disciplinary sanctions as deemed appropria

Refund or Forfeiture of Tuition, Activity Fee, Student Health Fee and Room an Board

Withdrawal from the University at any time is official only upon written notice to the Vice President f Student Affairs. A request to the Registrar for a transcript of credits shall neither be considered a notice withdrawal from the University nor a cancellation of a Room and/or Board reservation.

In the event of an official withdrawal after the first day of classes, a student may receive a partial refund. T withdrawal process begins when a student meets with the Associate Dean of Students, or his/her designee, an exit interview. A student will not be considered withdrawn without an exit interview. Upon official wi drawal or suspension, any adjustments to the account are automatically made in accordance with Univers policy and a refund check or bill will be sent as needed. Please contact the Cashiers Office with questio regarding the amount of refund or forfeiture of charges. **NOTE: Taking a Leave of Absence or withdraw from the University may have serious implications concerning your financial aid and repayment plan. Cont the Financial Aid Office in Beth Eden.

A student will receive a refund of tuition, activity fee and student health fee as follows, based upon withdra before the end of the respective full week of classes:

	Normal Withdrawal	Medical Withdrawal
1st day of classes	100%	100%
1st week	90%	90%
2nd week	90%	90%
3rd week	50%	70%
4th week	50%	60%
5th week	25%	50%
6th week	25%	40%
7th week	25%	30%
8th week	25%	25%
9th week	0%	10%

No refunds are granted after the 8th week (9th week for medical withdrawal). In the event of withdra of a student because of dismissal, the medical withdrawal schedule will apply. A student who stops at dance without completing an exit interview or notifying the Office of Campus and Residential Life of t withdrawal is not entitled to a refund of charges.

A pro rata refund of the board charge will be made following official withdrawal or dismissal from Deniso of the date the student vacates University premises and discontinues use of University facilities and servi The Office of Campus and Residential Life will determine this date.

)ther Conditions

f a student withdraws after the withdrawal deadline and before the first day of classes because of illness r other approved extenuating circumstance, the enrollment deposit may be temporarily held. (Extenuating ircumstances must be approved in advance by the Office of Student Affairs or Admissions, whichever is ppropriate.) Additionally, the student cannot attend another college and must plan to register for a subsequent emester. If the student does not register during the following two semesters, the deposit is forfeited. The ithdrawal deadline is June 1 for the ensuing Fall semester and November 1 for the ensuing Spring semester)r continuing students. For entering first-year or transfer students, the deadline is May 1.

ees for applied music lessons, or other course fees are not refunded after the fourth week in the case of a udent withdrawing for any reason from a course or from the University.

Iotor Vehicle Policy

ll students are required to register any vehicle present on the Denison campus. A Denison registration sticker not only a parking permit, but is required for roadway use of a motor vehicle.

reakage Fees

ie policy on breakage fees applies to all supplies and equipment issued in any lab course in Chemistry ncluding directed studies, senior research and individual work for honors) or through the Athletics, Physical ducation and Recreation Department.

ithough a record is kept of all breakage, students are not ordinarily charged for breakage amounting to less an $5 per semester. However, when the breakage in any one semester is $5 or more, students will be billed rectly by the Cashiers Office for the total amount of all breakage, including the first $5.

dditionally, students who fail to check out of a laboratory or locker properly (either when dropping a course ring a semester or at the regular check-out time at the end of a semester) will be charged a fee of $25, plus e cost of any breakage, regardless of the amount.

afety Glasses Requirement

accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of e Revised Code of the State of Ohio file No. 225, effective June 22, 1972):

l students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geology, Physical ucation, Physics, and Theater and Cinema MUST wear "industrial quality eye protective devices at all ies while participating or observing..." any of the laboratory or studio work.

e Ohio law (a copy of which is on file in the departments named above) is written in such a way that dustrial quality eye protective devices" means devices meeting the standards of the American National ndard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the erican National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are proved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all pact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball ighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the izontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, tion 3.84."

ase note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be spec- d to be "impact resistant" and still not meet the precise specifications of the Ohio law, as quoted above.

cordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will ithout exception - be required to purchase a pair of safety glasses meeting the above specifications. Such sses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who

already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasse when in the laboratory, studio or work areas. These may be of a variety which cover their ordinary glasse or they may be a pair prepared according to the student's prescription and meeting the safety standards. Th University has arrangements with a local supplier to furnish both kinds at prices which are both fair an competitive.

Financial Aid Information

Denison is strongly committed to enrolling highly-qualified students, regardless of their financial mean Since qualified, committed and involved students are the lifeblood of our university, we regard each one as a invaluable asset to Denison.

This year, Denison students are receiving over $36 million in financial assistance from various sources. Mor than $22 million is awarded from Denison funds.

If you have any doubts about your family's ability to pay for a Denison education without help, don't hesita to apply for financial aid. Your request does not affect the decision of the Admissions Committee in any wa and we at the Financial Aid Office welcome the opportunity to help you and your family in planning f college.

Applying for Financial Aid

To apply for need-based aid at Denison University, you must file a Free Application for Federal Student A (FAFSA) as soon as possible after January 1 of your senior year. You may pick up a copy of this form fro your school s guidance office or you may file the form online at www.fafsa.ed.gov. You must indicate t Title IV School Code of 003042 on the FAFSA form so that Denison can receive your information from t FAFSA. To apply to your state scholarship program for any awards that may be used at an Ohio institutio you may have to file a separate application form. Consult with your guidance counselor about this matter.

Special application procedures are available for Early Decision admission applicants who need a financial a decision before April. Information explaining this procedure is available from our Admissions Office.

The information you submit on the FAFSA will be analyzed by the Federal Processor to determine the contr bution you and your family can make toward the cost of a year's education. The family contribution is bas on a formula called "Federal Methodology" which assesses such factors as taxable and non-taxable incom family size, asset strength, and number of family members in college.

After the Federal Processor computes your family contribution, it will send this information electronically Denison and any other colleges you designate within two to three weeks after you file the FAFSA.

Our Financial Aid counselors will carefully review the information you submitted on the FAFSA. We m request additional information from you directly and if you enroll we will request a copy of your and yo parent(s)' prior year federal tax return.

Your federal need is computed by comparing the total cost of attending Denison for one year (tuition, fe room and board, books and personal expenses) with the federal contribution calculated from your FAFS The difference is your federal financial need.

If you meet our admissions standards, we want you to have a realistic opportunity to enroll here. When make an offer of financial assistance, we offer funds from federal, state, and institutional sources to help m your federal need. In cases of very high federal need, Denison University is unable to meet 100% of this ne

Types of Financial Aid

Financial aid awards normally consist of a "package" designed to help meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components - employment on campus, a loan, and grants. Loans and employment are referred to as self-help. You are not obligated to accept the loan or work award. Grants and loans will be deducted on your college bill. Campus employment cannot be deducted in advance because it must be earned.

The exact formula which will be used in putting together your financial aid package is determined by Denison's Student Enrollment and Retention Committee (a group of administrators, faculty members, and students who formulate policies in this area). Packaging procedures are subject to annual review and revision.

Campus Employment

Students who have been offered Federal Work Study as part of their financial aid package receive preference in obtaining jobs on campus. Students who are not eligible to receive Federal Work Study can work on campus and will be paid the same hourly rate as students with a federal work award. Because students are paid by check or direct deposit for the hours worked, the work award is not reflected as credit on the student's bill. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant and the food service operation. All on-campus employment opportunities are posted under Student Employment which can be accessed from Denison's Home Page by clicking on Employment. The job postings can be viewed only on campus. Students are not permitted to work more than 300 hours in an academic year. The maximum work award amount for students is determined by the hourly rate. For the 2002-2003 academic year, the maximum work award is $2,100 based on an hourly rate of $7.00.

Loans

Your financial aid award may contain a Perkins Loan, a Federal Direct Subsidized, or a Federal Direct Unsubsidized Loan. The Perkins and Federal Direct Subsidized loans are similar in that there is no interest or payment on the principal while the student is in school at least half-time. The interest begins to accumulate after graduating or ceasing to be enrolled half-time at a rate of five percent (5%) for the federal Perkins Loan and at a variable percent on the Federal Direct Subsidized Loan.The Federal Direct Unsubsidized Loan is available to students who are not eligible or have limited eligibility for the Federal Direct Subsidized Loan. The loan terms are the same as the subsidized loan except that interest is charged while the student is in school for the Federal Direct Unsubsidized Loan. The student may choose to have the interest accrue while enrolled at least half time or pay the interest quarterly. The interest rates and terms of these loans are subject to change by the Congress of the United States.

Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to more than $19 million annually. We participate in the federal Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program, the Ohio Instructional Grant (OIG) program, the Ohio Student Choice Grant Program and certain other state grant programs.

Renewal of Financial Assistance

Each year, because of changes in income and other family circumstances, we re-evaluate your financial need. Renewal applications are distributed by the federal processor in December or January of each year to students who will be returning to Denison the following September. You may file the Renewal FAFSA online at

www.fafsa.ed.gov. Depending on Denison's cost and your family's situation, your need for assistance ma vary from year to year. Completed renewal applications should be filed by April 15.

Academic Scholarships and Other Aid Not Dependent on "Need"

Denison annually offers a large number of academic scholarships for first-year students, which are base on academic talent and personal merit and do not require a demonstration of financial need. These includ the Faculty Scholarship for Achievement (full tuition), the Wells Scholarship in Science (full tuition), th Dunbar Scholarship in Humanities (full tuition) for which an interview with a Denison representative on off campus is required, the Battelle Memorial Institute Foundation Scholarship (half tuition),the Heritag Scholarship (half tuition), the Founders Award (when combined with a National Merit Stipend will equ half tuition awarded to selected National Merit Finalists), the Park National Bank Scholarship (1/2-tuition the Alumni Awards for Leadership and Talent (1/5-, 1/4- and 1/3-tuition), and the I Know I Can Scholarshi ($2,000).

Denison also offers merit-based scholarships to students of color, including the Bob and Nancy Good Sch arship (half tuition), the Parajon and the Tyree Scholarships (half tuition), the YMCA Black Achievers Scho arship (half tuition), and the Hla, the Fisher and the Meredith Scholarships (1/3-tuition).

These scholarships are available for tuition for all four years at Denison, but not for off-campus program The Admissions Office can give you further information on the availability of and criteria for competing f these scholarships and awards for entering first-year students.

A limited number of departmental and general scholarships of varying amounts are also available to select students, based on factors such as outstanding academic achievement and fine arts talent. If you are eligib to be considered for such a scholarship, you will be either considered automatically or invited to apply by t appropriate academic department.

In addition, employment on campus for jobs requiring specific experience or skills is available. Parents m be eligible to obtain a Federal Direct Parent Loan (PLUS) through Denison University.

Endowed Scholarship Funds

The income from the following endowed scholarships is part of the Denison University Financial Aid Progra and is available each year to Denison students on the basis of financial need, academic merit, and such oth criteria as may be specified. Students must demonstrate need by filing a Free Application for Federal Stud Aid (FAFSA) to qualify for need-based scholarships.

Honor Scholarships

REID AND POLLY ANDERSON SCHOLARS Established 1985
Awarded to Juniors and Seniors majoring in the sciences

BATTELLE SCHOLARS PROGRAM Established 1977
Awarded to students of high leadership potential who reside in Central Ohio.

NATIONAL CITY BANK SCHOLARSHIP Established 1982
Awarded to outstanding sophomores, juniors or seniors from Ohio.

DR. LAURA CRAYTOR BOULTON SCHOLARSHIP Established 1982
Awarded to one student who qualifies for work in Ethnomusicology.

GERTRUDE CARHARTT BRELSFORD MEMORIAL SCHOLARSHIP Established 1935
Awarded to Sophomores enrolled in courses of Music and Art.

ILLIAM O. BRASMER SCHOLARSHIP FOR EXCELLENCE IN THEATRE Established 1993
/arded to the most promising candidate in the Department of Theatre and Cinema completing his/her ju-
)r year.

ENNETH I. BROWN SCHOLARSHIP Established 1959
/arded to juniors or seniors with high scholastic ability preparing for careers in education.

ARY HARTWELL CATHERWOOD SCHOLARSHIP Established 1937
/arded to students who plan on making their living from writing.

ROLINE WOODROW DECKMAN STUDIO ART SCHOLARSHIP Established 1968
arded to a student showing outstanding creative achievement in Studio Art.

NATHAN EVERETT DUNBAR SCHOLARSHIP IN THE HUMANITIES Established 1993
arded to an oustanding applicant with exceptional promise and a planned major in the Humanities.

RL ESCHMAN SCHOLARSHIP Established 1977
arded to upperclass students in Music.

LE GOOGINS SCHOLARSHIP Established 1991
arded annually in recognition of outstanding service of a student athletic trainer.

ORGE K. GOULDING MEMORIAL SCHOLARSHIP Established 1964
arded to students in Music.

ORGE R. HUNTER SCHOLARSHIP FUND Established 2002
arded to a student majoring in Music, with first preference for a major in Music Education.

STANLEY AND JANET O. LAING SCHOLARSHIP IN THE DEPARTMENT OF ECONOMICS Estab-
ed 1982
arded to students majoring in Economics who have an interest in the application of
technology to the advancement of Economics.

LIP E. LAMOREAUX SCHOLARSHIP Established 1976
rded to students majoring in the field of Geology.

BECCA SHELLY LEE SCHOLARSHIP Established 1999
rded annually to a minority female who has demonstrated outstanding overall achievement.

UDD LONG SCHOLARSHIP Established 1978
rded annually to the Editor-in-Chief of the Adytum and the Editor-in-Chief of the Denisonian.

ROY "ACE" MORGAN MEMORIAL SCHOLARSHIP Established 1946
rded to talented students in the field of Theatre Arts.

CLARK MORROW AND IRMA HUDSON MORROW PRE-LAW SCHOLARSHIP Established 1962
rded to Senior students taking pre-law courses with the intention of entering law school after graduation.

K NATIONAL BANK SCHOLARSHIP Established 1981
rded annually to incoming freshmen from Licking County and Central Ohio on the basis of outstand-
academic performance.

K NATIONAL BANK SCHOLARSHIP Established 1959
rded to students majoring inEconomics.

BETA KAPPA SCHOLARSHIP Established 1963
rded to outstanding students.

ID EVERETT REESE FAMILY FOUNDATION SCHOLARSHIP FUND Established 2001
rded to incoming students who have demonstrated leadership ability and broad interests.

IET BARKER SARETT SCHOLARSHIP Established 1949
rded to students who show excellencein English and Dramatics.

CORA WHITCOMB SHEPARDSON SCHOLARSHIP Established 1937
Awarded to students showing proficiency in courses in Art.

FRANCIS WAYLAND SHEPARDSON SCHOLARSHIP Established 1937
Awarded to a student showing proficiency in courses of American History.

FLORA DODSON SKIPP SCHOLARSHIP Established 1973
Awarded to gifted students in Music.

GAYLE INGRAHAM SMITH SCHOLARSHIP Established 1967
Awarded to students majoring in violin or piano.

STEPHEN D. TUTTLE MEMORIAL SCHOLARSHIP Established 1963
Awarded to a student designated as most worthy of the honor in Music.

JEANNE VAIL SCHOLARSHIP Established 1979
Awarded to meritorious Fine Arts students.

MARGARET ANN WATKIN SCHOLARSHIP Established 1974
Awarded as general scholarship for students in the Department of Biology.

ROY L. & REBECCA PORTER WELLS SCHOLARSHIP Established 1985
Awarded to incoming Freshmen who anticipate majoring in a Science.

EDWARD A. WRIGHT THEATRE ARTS SCHOLARSHIP Established 1962
Awarded to students showing special talent in Theatre Arts.

FRANK J. WRIGHT MEMORIAL SCHOLARSHIP Established 1989
Awarded to Geology/Geography majors demonstrating outstanding scholarship at the end of the junior year.

Need-Based Preministerial Scholarship Funds

CHARLES EDWIN BARKER SCHOLARSHIP Established 1949
Awarded to students preparing for the Ministry.

WILLIAM HOWARD DOANE SCHOLARSHIP Established 1915
Awarded to students preparing for the Ministry.

M. E. GRAY SCHOLARSHIP Established 1888
Awarded to students who have a call to the Ministry.

ABIGAIL T. HOUCK SCHOLARSHIP Established 1899
Awarded to educate young men for the Baptist Ministry.

JOSHUA & GWENNIE JONES SCHOLARSHIP Established 1915
Awarded to educate young men for the Baptist Ministry.

MARY KEOKEE MONROE SCHOLARSHIP Established 1887
Awarded to students electing to enter the Baptist Ministry.

DAVID THATCHER SCHOLARSHIP Established 1891
Awarded to needy young men studying for the Ministry.

Need-Based Scholarship Funds

MOLLIE ABER ENDOWED SCHOLARSHIP Established 1992
Awarded to students with financial need

THE GEORGE I. ALDEN SCHOLARSHIP Established 1986
Awarded to highly qualified students with financial need.

)BERT C. & CAROL G. ALEXANDER SCHOLARSHIP Established 1966
/arded to students with financial need.

HN W. AND MARY ANDERSON ALFORD ENDOWED PROGRAM FOR INTERNATIONAL STU-
:NTS Established 1983
pport for international students with preference to those from the Far East.

.UMNI MEMORIAL SCHOLARSHIP Established 1972
'arded to students with financial need.

1ERICAN BAPTIST CONVENTION SCHOLARSHIP Established 1960
'arded to students with financial need.

1ERICAN COMMONS CLUB SCHOLARSHIP Established 1970
arded to students with financial need.

RPIN C. AND CHARLOTTE THOMAS BANNISTER SCHOLARSHIP Established 1989
arded to students with financial need who demonstrate significant academic promise and interest. Descen-
ts receive preferential treatment.

GENE J. & MARGARET GOOCH BARNEY SCHOLARSHIP Established 1969
arded to students with financial need.

LLIAM T. & MAUDE FIRTH BAWDEN SCHOLARSHIP Established 1964
arded to students with financial need.

NNIE AND FRANCIS BAYLEY SCHOLARSHIP Established 1991
arded to Students with financial need.

NA B. BEATTIE SCHOLARSHIP Established 1966
ırded to students with financial need.

ANCHE D. BEATTIE SCHOLARSHIP Established 1962
ırded to students with financial need.

IN W. BEATTIE SCHOLARSHIP Established 1962
ırded to students with financial need.

:DERICK P. & MARY T. BEAVER SCHOLARSHIP Established 1943
ırded to students with financial need.

RY F. & FRED W. BENJAMIN MEMORIAL SCHOLARSHIP Established 1959
rded to students with financial need.

NEST C. & MARIE T. BRELSFORD SCHOLARSHIP Established 1963
rded to students with financial need.

LARD BRELSFORD MEMORIAL SCHOLARSHIP Established 1951
rded to students with financial need who are members of the Baptist faith.

CKER SCHOLARSHIP Established 1972
rded to students with financial need.

IUEL B. BRIERLY MEMORIAL SCHOLARSHIP Established 1938
rded to students with financial need.

AN BROADHURST SCHOLARSHIP Established 1997
rded to students with financial need.

RITT JOHNSTON BROTHERTON MEMORIAL SCHOLARSHIP Established 1973
rded to students with financial need.

TER C. & NELL S. BUSH SCHOLARSHIP Established 1944
rded to students with financial need.

HAROLD AND MARY E. CAIN SCHOLARSHIP Established 1980
Awarded to students in Music.

CARNAHAN-JACKSON SCHOLARSHIP Established 1986
Awarded to students with financial need who are majoring in the Humanities, with first preference given to students from Jamestown and western New York area.

WELLS A. & CYNTHIA ALDRICH CHAMBERLAIN SCHOLARSHIP Established 1920
Awarded to students with financial need.

WILLIS A. & FRANCES W. CHAMBERLIN SCHOLARSHIP Established 1941
Awarded to students of high scholarship majoring in the Humanities.

DAVID A. CHAMBERS SCHOLARSHIP Established 1986
Awarded to students with financial need.

EDWARD AND JOHN CHERNEY FUND Established 1995
Awarded to students with financial need.

CLASS OF 1912 SCHOLARSHIP Established 1972
Awarded to students with financial need.

CLASS OF 1913 SCHOLARSHIP Established 1938
Awarded to students with financial need with preference to children of class members.

CLASS OF 1917 WAR MEMORIAL SCHOLARSHIP Established 1937
Awarded to students with financial need with preference to children of class members.

CLASS OF 1924 SCHOLARSHIP
Awarded to students with financial need.

CLASS OF 1926 SCHOLARSHIP Established 1976
Awarded to students with financial need.

CLASS OF 1927 SCHOLARSHIP Established 1977
Awarded to students with financial need.

CLASS OF 1928 SCHOLARSHIP Established 1928
Awarded to students with financial need.

CLASS OF 1929 SCHOLARSHIP Established 1939
Awarded to students with financial needwith preference to children of class members.

CLASS OF 1932 50TH REUNION GIFT
Awarded to students with financial need.

CLASS OF 1934 ENDOWED SCHOLARSHIP FUND Established 1984
Awarded to students with financial need.

CLASS OF 1937 SCHOLARSHIP Established 1987
Awarded to students with financial need.

CLASS OF 1938 SCHOLARSHIP Established 1988
Awarded to students with financial need

CLASS OF 1940 SCHOLARSHIP Established 1991
Awarded to students with financial need.

CLASS OF 1941 SCHOLARSHIP Established 1991
Awarded to students with financial need.

CLASS OF 1942 SCHOLARSHIP Established 1993
Awarded to students with financial need.

LASS OF 1944 SCHOLARSHIP Established 1995
warded to students with financial need.

LASS OF 1947 SCHOLARSHIP Established 1999
warded to students with financial need.

LIZABETH PLATT CLEMENTS SCHOLARSHIP Established 1975
warded to students with financial need.

)WARD TAYLOR CLISSOLD MEMORIAL Established 1948
warded to students with financial need Scholarship

RISTRAM P. COFFIN SCHOLARSHIP Established 1993
warded to juniors/seniors with financial need who are making good academic progress

LANCHE LEMERT COPELAND SCHOLARSHIP Established 1947
warded to students with financial need with preference given to students from Crawford County, Ohio.

ERALDINE CROCKER SCHOLARSHIP Established 1968
warded to students in areas related tospeech aid.

MES P. HUCHINSON/LIONEL G. CROCKER ENDOWED SCHOLARSHIP Established 1988
warded to a rising senior majoring in Communication with demonstrated financial need.

ATHERINE AND FREDERICK CRAWFORD SCHOLARSHIP Established 1988
arded to students with financial need, preferable to descendants of John and Martha Coolidge.

MUEL S. AND JEANETTE ALBIEZ DAVIS WORK SCHOLARSHIP Established 1988
arded to student workers on the staff of Denison University primarily in
ility renewal and grounds conservation and improvement.

BERT W. & IDA C. DAVISON SCHOLARSHIP Established 1981
arded to a Chemistry major with financial need who intends to enter the teaching profession.

HN H. DOYLE SCHOLARSHIP Established 1928
arded to worthy students from Toledo, Ohio.

LTON P. ELBERFELD SCHOLARSHIP Established 1970
arded to students who have obtained a high level of achievement in both scholarship and athletics.

ZABETH S. EWART SCHOLARSHIP Established 1924
arded to students with financial need.

NK C. EWART MEMORIAL SCHOLARSHIP Established 1951
arded on the basis of financial need to students who are qualified Christians.

)MAS EWART FUND SCHOLARSHIP Established 1977
arded to students with financial need.

NIE FARNER-MILLER SCHOLARSHIP Established 1958
rded to students with financial need.

)TT M. FASSLER SCHOLARSHIP FUND Established 2001
rded to students with financial need.

IA MILWARD FIRTH SCHOLARSHIP Established 1962
rded to students with financial need.

C. FISH SCHOLARSHIP Established 1961
rded to students with financial need.

IALD R. FITCH SCHOLARSHIP Established 1988
ded to students with financial need with preference to members of Gamma Xi
ter of Kappa Sigma Fraternity.

WALTER LEROY FLORY SCHOLARSHIP Established 1951
Awarded to a senior showing great promise of professional success and leadership based on scholastic record.

DORA A. FORSYTHE SCHOLARSHIP Established 1949
Awarded to students with financial need.

CLARENCE L. FOX MEMORIAL SCHOLARSHIP Established 1948
Awarded to students with financial need with priority to children or grandchildren of Clarence Fox.

ROBERT K. FOX SCHOLARSHIP Established 1945
Awarded to students with financial need.

OLIVE A. FRANZ MEMORIAL SCHOLARSHIP Established 1979
Awarded to students with financial need.

DOUGLAS A FREEDMAN ENDOWED SCHOLARSHIP Established 1991
Awarded annually to a student who demonstrates financial need.

THE GAR FOUNDATION SCHOLARSHIP Established 1985
Awarded to highly academically qualified students with financial need from the Akron area or N.E. Ohio.

GENERAL SCHOLARSHIP Established 1963
Awarded to students with financial need.

FLORENCE GENTILI SCHOLARSHIP Established 1997
Awarded to a female student from Chicago with financial need.

LOUIS R. GENTILI ENDOWED SCHOLARSHIP FUND Established 2001
Awarded to students with financial need.

ROBERT AND NANCY GOOD SCHOLARSHIP FOR MINORITY STUDENTS Established 1984
Awarded to freshmen minority students with financial need.

STEVE R. GORDY AND PATRICIA LEONARD GORDY SCHOLARSHIP Established 1986
Awarded to two (2) students with financial need pursuing a course of study in the Humanities in the names of Steve R. and Patricia Leonard Gordy respectively.

DAVID E. GREEN MEMORIAL SCHOLARSHIP Established 1963
Awarded to students with financial need.

ARTHUR GREGORY MEMORIAL SCHOLARSHIP FUND Established 1984
Awarded to students with financial need.

PAUL AND JILL GRIESSE SCHOLARSHIP Established 1993
Awarded to students with financial need from India

VIRGINIA L. GRIGSBY SCHOLARSHIP Established 1986
Awarded to students with financial need.

G. O. GRISWOLD SCHOLARSHIP Established 1945
Awarded to students with financial need.

ROBERT F. & MARGARET E. HAMILTON SCHOLARSHIP Established 1988
Awarded to students with financial need.

DR. LAURA C. HARRIS SCHOLARSHIP Established 1990
Awarded to women with financial need in science, English and music.

DAVID C. & JUNE ROBION HAYNES SCHOLARSHIP Established 1981
Awarded to students with financial need.

)WARD F. HEEKIN JR. MEMORIAL SCHOLARSHIP Established 1996
warded to students with financial need

AUL E. HENDERSON Established 1973
warded to students with financial need.

ARGARET B. HENDRICHS SCHOLARSHIP Established 1985
varded to students with financial need.

_BERT M. HIGLEY MEMORIAL SCHOLARSHIP Established 1971
varded to students with financial need.

KH SCHOLARSHIP FUND Established 1992
varded to students with financial need.

.H SCHOLARSHIP FUND Established 1992
/arded to students with financial need.

AH SCHOLARSHIP FUND Established 1992
/arded to students with financial need.

AVID TIN HLA MEMORIAL SCHOLARSHIP Established 1965
'arded to students with financial need.

EDERICK HOLDEN SCHOLARSHIP Established 1994
'arded to Geology/Geography majors with financial need.

ASUO S. AND KIYO A. HOSHIDE MEMORIAL SCHOLARSHIP Established 1946
arded to students with financial need.

ANLEY HUFF SCHOLARSHIP Established 1997
arded to minority students with financial need.

FFMAN ESTATE SCHOLARSHIP Established 1986
arded to students with financial need.

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arded to students with financial need.

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arded to students with financial need.

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arded to students with financial need.

ANLEY E. JOHNSON, JR. AND GAYE S. JOHNSON ENDOWED PRE-LAW SCHOLARSHIP Estab-
ed 1984
arded to a junior with financial need with the desire to enter the practice of law.

/LLIS F. JOLLAY MEMORIAL SCHOLARSHIP Established 1993
arded to students with financial need, with first preference to a member of
a Delta Delta. Second preference will be given to a performing arts major.

ES-MINIGER SCHOLARSHIP Established 1982
rded to students with financial need.

RTIN LUTHER KING JR. MEMORIAL SCHOLARSHIP Established 1968
rded to Black students with financial need

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rded to English majors.

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rded to students with financial need.

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Awarded to students demonstrating academic accomplishment and high financial need with first preference given to students from the Chicago area.

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Competitive, awarded to students of color.

NANCY AND ROGER M. LYNCH ENDOWED SCHOLARSHIP FUND Established 1993
Awarded to students with financial need.

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Awarded to students with financial need.

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Awarded to students with financial need with interest in the fine arts.

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Awarded to full-time students with financial need in Fine Arts with preference to students of Music.

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Awarded to students with financial need who are majoring in Biology

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Awarded to a Newark, Ohio, high school student who received the "A Call to College" award

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Awarded to a student with financial need.

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arded to a student with financial need and academic excellence in science and
thematics and with scientific potential.

NORITY AND FOREIGN STUDENT SCHOLARSHIP Established 1988
arded to minority and foreign students with financial need.

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arded to students with financial need with first preference to
lents from central Illinois.

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arded to students with financial need with first preference to descendants
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ors, third to a deserving Denison student.

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arded to students of missionary ministerial parents.

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arded to students with financial need on the basis of academic promise with
erence to students intending to follow a career in Sports Medicine.

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arded to students with financial need.

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arded to students with financial need.

IA NICHOLS SCHOLARSHIP Established 1971
arded to an Ohio resident who writes the best essay on the history of the State of Ohio.

ERNE NOYES FOUNDATION SCHOLARSHIP Established 1938
arded to descendants of World War I Army and Navy personnel.

RY JANE OESTMANN ENDOWED FUND Established 1991
rded to a junior or senior student demonstrating academic achievement and financial need, first prefer-
to a student with financial need majoring in mathematical or physical sciences.

N AND ELIZABETH O'NEILL SCHOLARSHIP Established 1997
rded to students with financial need; first preference to students from Ohio

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rded annually to students with financial need; first preference to members
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ded annually to student-athletes with financial need.

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ded to students from Licking County with financial need.

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ded to students with financial need with preference to history majors.

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ded to students preparing for Christian service.

CHARLES W. PRINE AND FAMILY SCHOLARSHIP Established 1980
Awarded to students with high academic promise and financial need from a rural or farm area in Ohio or Pennsylvania.

JOANN HAWKINS QUEENAN ENDOWED SCHOLARSHIP Established 1995
Awarded to students with financial need.

MARTHA GRACE REESE AND THEKLA R. SHACKELFORD THEATRE SCHOLARSHIP Establishe
Awarded to Theatre-oriented students.

MRS. HARRIETT ROSE BEAM RICKETTS AND JAMES T. RICKETTS SCHOLARSHIP Established
Awarded to students with financial need.

CAROL REED MEMORIAL SCHOLARSHIP Established 1983
Awarded to students with financial need.

JOAN ROBINSON SCHOLARSHIP Established 1986
Awarded to junior or senior women who best exemplify the role of women in furthering the free enterprise system.

CONRAD E. RONNEBERG SCHOLARSHIP Established 1956
Awarded to foreign students on the basis of financial need.

GEORGE M. AND HARRIETTE McCANN ROUDEBUSH SCHOLARSHIP Established 1943
Awarded to students with financial need with preference given to students who participate in athletics.

EDSON RUPP MEMORIAL SCHOLARSHIP Established 1961
Awarded to students with financial need.

JAMES B. SAYERS, JR. MEMORIAL SCHOLARSHIP Established 1970
Awarded to students with financial need.

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Awarded to students with financial need who are majoring in English

JAMES AND PAULINE PITTS SCOTT SCHOLARSHIP Established 1983
Awarded to students with financial need.

RICHARD C. AND LINDA G. SEALE SCHOLARSHIP Established 1988
Awarded to students to support summer coursework at Duke University Marine Laboratory.

WALTER SECOR SCHOLARSHIP Established 1995
Awarded to students with financial need majoring in a modern language.

ROBERT SEPESSY SCHOLARSHIP Established 1994
A renewable fund awarded to an incoming first-year student with financial need.

THOMAS R. SHEPARD MEMORIAL SCHOLARSHIP Established 1974
Awarded to students with financial need.

VINTON R. SHEPARD MEMORIAL SCHOLARSHIP Established 1963
Awarded to an English major on the basis of financial need.

ELIZA SMART SHEPARDSON SCHOLARSHIP Established 1939
Awarded to a woman student with major or general interest in Music, demonstrating financial need.

FRANCIS W. SHEPARDSON MEMORIAL SCHOLARSHIP Established 1944
Awarded to students with financial need.

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Awarded to students in the field of Science on the basis of financial need.

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arded to students in the field of English or Dramatics on the basis of financial need.

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arded to students with financial need.

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arded to students with financial need.

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arded to students with financial need.

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arded to students with financial need majoring in Chemistry.

ARLES W. STEELE MEMORIAL SCHOLARSHIP Established 1987
rded to a junior in Spanish with possible renewal senior year. Preference given
ose with demonstrated financial need who plan a career in teaching.

BERT F. STILWELL SCHOLARSHIP Established 1937
rded to students with financial need.

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rded to students with financial need.

DNA FOUNDATION SCHOLARSHIP Established 1983
rded to students with financial need.

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ded to students with financial need.

ABETH TREMBLEY SWISHER SCHOLARSHIP Established 1970
ded to students with financial need.

MAS SCHOLARSHIP Established 1976
ded to students with financial need.

IS NEWTON THOMAS III MEMORIAL SCHOLARSHIP Established 1974
ded as a general scholarship.

SCHOLARSHIP Established 1990
ded to multicultural women with financial need with preference given to
ty Scholarship for Achievement winners

ARD E. TRUMBULL MEMORIAL SCHOLARSHIP Established 1986
ded to incoming freshmen men/women scholars.

LLE KING VAN BEUREN ENDOWED MEMORIAL SCHOLARSHIP Established 1981
ded to students with financial need with first preference given to
ear students intending to major in music.

LAIN THOMAS B. VAN HORNE MEMORIAL SCHOLARSHIP Established 1959
ded to students with financial need.

HARD VAN HORNE MEMORIAL SCHOLARSHIP FUND Established 1983
ied to students with financial need with preference to descendents of S.
d Van Horne and children of employees of Corrugated Supplies Corp.

DANTE ALBERTO VERME SCHOLARSHIP FUND Established 2002
Awarded to American or International Hispanic students with financial need.

DANIEL VAN VOORHIS SCHOLARSHIP Established 1928
Awarded to students with financial need.

VISUAL ARTS SCHOLARSHIP Established 1971
Awarded to promising Art majors with financial need.

MIRIAM HILDRETH WALTERS AND ELEANOR HILDRETH PYLE SCHOLARSHIP FUND Es
lished 2001
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CINDY WHITACRE '73 SCHOLARSHIP Established 1979
Awarded to a Junior or Senior majoring in German or French.

DAPHNE WHITMAN SCHOLARSHIP Established 1998
Awarded to students based on overall activities and high academic standing
with financial need

KATHERINE GEAR WIGHTMAN SCHOLARSHIP Established 1943
Awarded to students with financial need.

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Awarded to students with financial need.

WINDLE MEMORIAL SCHOLARSHIP Established 1987
Awarded to students with financial need.

ANNETTE LODGE WINTERS SCHOLARSHIP Established 1973
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MABLE MOORE WRIGHT SCHOLARSHIP Established 1971
Awarded to students with financial need.

Need-Based Scholarship Funds for Men

MARIA T. BARNEY MEMORIAL SCHOLARSHIP Established 1881
Awarded as scholarship to worthy young men of high moral character.

A. F. & A. A. BOSTWICK SCHOLARSHIP Established 1928
Awarded to students with financial need.

HENRY THURSTON CRANE SCHOLARSHIP Established 1937
Awarded to students with financial need.

AVID & JANE HARPSTER SCHOLARSHIP Established 1897
warded to students with financial need.

AWES KEY CLUB SCHOLARSHIP Established 1957
warded to Key Club members with first preference given to members from Licking County, Ohio

)HN H. HISLOP MEMORIAL Established 1951
warded to students with financial need with first priority to male students.

BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1970
warded to student athlete preferably a basketball player with financial need.

JGENIO KINCAID LEONARD SCHOLARSHIP Established 1882
warded to worthy male displaying high morals and scholarship.

VINGSTON MEMORIAL SCHOLARSHIP Established 1979
warded to men with financial need majoring in physical education.

ILLIAM E. & ANNIE S. MILLER MEMORIAL SCHOLARSHIP Established 1960
warded to former Newark, Ohio student enrolling as first-year student.

ARY ARNOLD STEVENS SCHOLARSHIP Established 1874
warded to students who evidence Christian faith and life.

ENEZER THRESHER SCHOLARSHIP Established 1891
warded with preference to men of good scholarship and promising talents.

)BERT W. VANDERVEER, JR. MEMORIAL SCHOLARSHIP Established 1958
warded to male students with financial need.

ed-Based Scholarship Funds for Women

TTY ANN ROBINSON ARBUCKLE SCHOLARSHIP Established 1961
warded to female student with financial need with good scholarship and who plays concern through campus service.

ARLES T. CHAPIN SCHOLARSHIP Established 1912
arded to female student with financial need.

RRY THURSTON CRANE SCHOLARSHIP Established 1937
arded to female student with financial need.

A SAUNDERS FISHER SCHOLARSHIP Established 1932
arded to female student with financial need.

RTHA S. FULLER MEMORIAL SCHOLARSHIP FUND Established 1984
arded to women students from New England with financial need.

)RA PRICE JONES SCHOLARSHIP Established 1917
arded to women students with financial need.

V. KING SCHOLARSHIP Established 1887
rded to worthy young women with financial need.

NNAH SNOW LEWIS SCHOLARSHIP Established 1946
rded to worthy young women with financial need.

E-SHEPARDSON-MARSH MEMORIAL SCHOLARSHIP Established 1920
rded to students with financial need.

RTHA A. LUSE SCHOLARSHIP Established 1928
rded to worthy young women with financial need.

JAMES McCLURG SCHOLARSHIP Established 1928
Awarded to worthy young women with financial need.

MARY MILLER SCHOLARSHIP Established 1914
Awarded to worthy young women with financial need.

MORTAR BOARD SCHOLARSHIP Established 1950
Awarded to women students with financial need.

PHILOMATHEAN MEMORIAL SCHOLARSHIP Established 1928
Awarded to aid women students with financial need.

MARGARET C. F. AND ALICE W. RICHARDS MEMORIAL SCHOLARSHIP Established 1946
Awarded with preference to entering foreign woman student or sophomore woman displaying leadership qualities.

AGNES WILSON WEAVER SCHOLARSHIP Established 1917
Awarded to female students with financial need.

Further Information

For more detailed information on methods of financing your Denison education, visit the Office of Financ Assistance and Student Employment in Beth Eden House. You may also write or call:

Office of Financial Aid and Student Employment
Denison University
Box M
Granville,Ohio 43023
(740) 587-6279

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*Indicates Denison University Alumnus/a

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Dominick P. Consolo (1958-92) Professor Emeritus of English
B.A., M.A., Miami U.; Ph.D., U. of Iowa

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B.S., Moorhead State U.; M.A., Kent State U.

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M.A., Fujian Teachers U.; M.A., Ph.D., U. of Michigan

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B.S., U. of Wisconsin, Madison; Ph.D., U. of California, Berkeley

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B.A., M.A., Jilin U., M.A., U. of California, Davis

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B.A., U. of Minnesota, Twin Cities; M.A., U. of Texas, Austin; Ph.D., Stanford U.

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B.F.A., Denison U.; M.A.L.S., Wesleyan U.; Ph.D., New York U.

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B.S., U. of Nebraska; Ph.D., U. of Iowa

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B.A., St. Peter's College; Ph.D., Duke U.

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B.Mus., M.Mus., D.A.Mus., U. of Michigan

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B.A., U. of Michigan; M.A., Ph.D., U. of Wisconsin

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B.S., M.S., Old Dominion U.; Ph.D., U. of Virginia, Charlottesville

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.M., Baldwin-Wallace College; M.M., M.A., Ohio State U.

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.A., SUNY; M.S., Purdue U.; Ph.D., SUNY-Albany

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.A., Denison U.; Ph.D., Northwestern U.

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.A., SUNY-Brockport; M.A., New York U.; Ph.D., U. of Wisconsin-Milwaukee

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.M., M.M., West Virginia U.

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.A., Denison U.; M.A., Northwestern U.; Ph.D., Ohio State U.

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.M., Oberlin College

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.A., West Virginia U.; M.A., Ph.D., Indiana U.

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S., Wilmington College; M.A., Miami U.

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A., U. of Illinois, Urbana; M.A., Ph.D., Indiana U.

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A., M.A., Ph.D., Rutgers U.

ald G. Schilling (1971-), Professor of History
A., DePauw U.; M.A., Ph.D., U. of Wisconsin

mas D. Schultz (1990-), Tight Family Chair in the Natural Sciences and Professor of Biology
A., U. of Chicago; Ph.D., U. of Texas

n C. Schweizer (1973-), Assoc. Professor of Physical Education
S., Ohio U.; M.A., Ohio State U.

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A., M.A., U. of Cape Town; Ph.D., U. of Michigan

erine L. Smith (1997-), Asst. Professor of Biology
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hell Snay (1986-), Professor of History
A., U. of Michigan; Ph.D., Brandeis U.

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B.M., Ohio State U.; M.M., The Juilliard School

Rita E. Snyder (1973-), Henry Chisholm Chair in Natural Sciences and Professor of Psychology
B.A., U. of Michigan; Ph.D., Indiana U.

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Douglas J. Spieles (2002-), Asst. Professor of Environmental Studies
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M.A., M.F.A, Edinburgh U.; Ph.D., U. of California, Santa Barbara

Jules Steinberg (1972-), Professor of Political Science
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B.A., M.A., Ph.D., Ohio State U.

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B.M., M.M., Cincinnati Conservatory of Music

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B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Ann Townsend (1992-), Assoc. Professor of English
B.A., Denison U.; M.A., Ph.D., Ohio State U.

Marlene Tromp (1997-), Assoc. Professor of English
B.A., Creighton U.; M.A., U. of Wyoming; Ph.D., U. of Florida

Mary Tuominen (1993-), Assoc. Professor of Sociology/Anthropology
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B.A., M.A., Ohio State U.

Steven Vogel (1984-), Professor of Philosophy
B.A., Yale U.; M.A., Ph.D., Boston U.

C. Wesley Walter (1996-), Assoc. Professor of Physics and Astronomy
B.S., U. of Dallas; M.A., Ph.D., Rice U.

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B.A., Mary Washington College; M.A., M.Phil., Ph.D., Columbia U.

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.S., Mount Union College; Ph.D., Miami U.

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.A., Rice U.; Ph.D., U. of Texas

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.M., M.A., M.M., Ohio State U.

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.A., Otterbein College; M.S., Ohio U.

mond Wise (2000-), Affiliated Studio Instructor of Music
.F.A., Denison U.; M.A., Ohio State U.

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A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt U.

g-Ching Yang (2001-), Affiliated Studio Instructor of Music
M., Fu-Jen Cathgolic U., M.M., Ohio State U.

lrea Ziegert (1997-), Assoc. Professor of Economics
S., M.A., Miami U.; Ph.D., U. of North Carolina, Chapel Hill

Administration

Senior Staff

Dale T. Knobel, 1998 - President
B.A., Yale U.; Ph.D., Northwestern U.

David R. Anderson, 1999 - Provost
B.A., St. Olaf College; Ph.D., Boston College

C. Keith Boone, 1986 - Associate Provost
B.A., St. Meinrad College; M.A., Indiana U.; Ph.D., Emory U.

Julia Beyer Houpt, 2001- Vice President for University Resources and Public Affairs
B.A., Denison U.;J.D., U. of Southern California

Laurel Kennedy, 1990- Dean of First-Year Students
B.A., U. of Wisconsin; Ph.D., Ohio U.

Seth Patton, 1979 - Vice President of Finance and Management
B.S.Ed., M.S.Ed., Bowling Green State U.

Perry H. Robinson, 1988 - Director of Admissions
A.B., Ripon College; M.S.Ed., U. of Wisconsin

Samuel J. Thios, 1972 - Vice President of Student Affairs and Dean of Students
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Academic Support

Jennifer Grube Vestal, 1999 - Associate Dean of Students/Director of Academic Support
B.A., Miami U.; M.A., Ohio State U.

Eric R. Almonte, 1999 - Assistant Dean of Academic Support
B.A., J.D., State U. of New York at Buffalo

Admissions

Brian Burnheter, 2001- Admissions Counselor
B.A., Swarthmore College

Christopher Cowie, 1997- Associate Director of Admissions
B.A., Bowling Green State U.; M.Ed., U. of Toledo

Nancy E. Gibson, 1997 - Senior Associate Director of Admissions
B.A., Capital U.

Michael S. Hills, 1994 - Senior Associate Director of Admissions/Coordinator of Volunteer Manageme
B.A., Hartwick College; Ed.M., Harvard U.

Sarah H. Leavell, 1989 - Senior Associate Director of Admissions
A.B., Mt. Holyoke College

Ann Marie McIntyre, 1997- Assistant Director of Admissions
B.A., Denison U.

Ben Pickrell, 1998 - Assistant Director of Admissions
B.A., Denison U.

Janet T. Schultz, 1990 - Senior Associate Director of Admissions
B.A., University of Chicago; M.A., U. of Texas-Austin

im Showman, 1995- Manager of Internal Operations
B.S., Franklin U.

ara Sims, 1999 - Assistant Director of Admissions
B.A., Denison U.

ffirmative Action

akesia D. Johnson, 1997 - Director of Affirmative Action
A.B., Smith College; M.A., J.D., Ohio State U.

ohn W. Alford Center for Service-Learning

oberta Carlson, 2001- Acting Director of Service Learning
3.A., M.S., Indiana University

seph D. Kennedy, 2000 - Coordinator of AmericaReads and First Mentors
3.A., U. of Iowa

rt Gallery

e Hanford, 2001 - Acting Gallery Director
3.A., U. of Massachusetts; M.F.A., Syracuse U.

hletics, Physical Education & Recreation

rry Scheiderer, 1991- Director of Athletics, Physical Education & Recreation
.S., Ohio U.; M.A., Central Michigan U.; Ph.D., Ohio U.

phani Brzezowski, 2001 - Head Women's Lacrosse and Asst. Field Hockey Coach
.S., M.A., Ohio State U.

er Burling, 1989 - Men's and Women's Tennis Coach
.S.P.T.A. Level 1

rry Craddock, 1999 - Baseball Coach
.A., College of Wooster

ward Hottle Jr., 2001 - Asst. Football Coach
.S., M.Ed., Frostburg State U.

ristopher Myers, 2001 - Sports Information Director
.S., Clarion U.; M.Ed., East Stroudsburg U.

vid O'Daniel, 2001 - Asst. Swimming Coach
.A., Ohio State U.

hleen Oves Milliken, 2000 - Asst. Swimming Coach
A., Denison U.

sey Pyle, 2001 - Asst. Volleyball and Asst. Softball Coach
A., Capital U.

la Soteriades, 2000 - Head Field Hockey and Asst. Women's Lacrosse Coach
S., Ohio U.

Auxiliary and Risk Management Services

Michael O. Frazier, 1983- Director of Auxiliary and Risk Management Services
B.A., M.S., Northern Illinois U.

Bookstore

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B.B.A., M.A., Ohio U.

Campus and Residential Life

Sarah B. Westfall, 2000- Associate Dean of Students
B.A., DePauw U.; M.S., Ph.D., Indiana U.

Heather Bray, 2001- Area Coordinator, West Quad
B.S., Ohio U., M.A., Slippery Rock U.

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B.A., M.S., West Chester U.

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B.S., State U. of New York at Brockport; M.S., Syracuse U.

Career Services

Pamela Allen, 1999 - Director of Career Services and Pre-Professional Adviser
B.A., M.Ed., Wichita State U.

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State University College at Oswego, N.Y.; M.Ed., Ohio U.

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B.A., Baylor U.; M.A., U. of Notre Dame

Computing Services

Joseph L. Fleming, 1987- Director, Computing Services
B.A., Albion College; M.A., Ph.D., U. of Michigan

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Teresa L. Beamer, 1981- Network and Systems Manager
B.B.A., Pacific Lutheran U.

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B.A., John Carroll U.; M.I.A., Carleton U.

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B.B.A., Kent State U.; M.B.A., Ashland U.

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B.S., M.A., U. of Oregon

Trent Edmunds, 2001- Instructional Technologist
B.F.A., Bowling Green State U.

hristian Faur, 2001- Digital Media Technologist
B.S., California State U., Northridge

heryl Johnson, 1999- Instructional Technologist and Director of the Modern Language Learning Lab.
B.A., Kenyon College; M.A., U. of Kansas

evin Peters, 2000- Technical Services Manager
B.M.E., The Ohio State U.

. Charles Reitsma, 1988- Systems Engineer
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avid Selby, 1995- Support Services Manager

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A.B., Case Western Reserve U.; Ph.D., Rosenstiel School of Marine and Atmospheric Science

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ırol Boyd, 1991 - General Manager

nance and Management

'chael R Horst, C.F.A., 1996 - Director of Finance
3.A., Grove City College; M.B.A., Miami U.

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nancial Aid and Student Employment

ncy Hoover, 1994- Director of Financial Aid
.A., Blue Mountain College; M.Ed., U. of Mississippi

ian Kannenwischer, 2001- Assoc. Director of Financial Aid
.A., Concordia College

ı McHone, 2000- Financial Aid Counselor
.A., The Ohio State U.

e First-Year Program

ırel Kennedy 2002- Dean of First-Year Students
.A., U. of Wisconsin; M.A., Ph.D., Ohio U.

alth Center and Counseling Center

rey W. Pollard, 1982- Director, Health and Counseling Services
.S., M.S., Old Dominion U., Ph.D., U. of Virginia, Charlottesville; Diplomate, American Board of Professional Psychology

rles Marty, 1984- Medical Director and University Physician
S., M.D., The Ohio State U.

ya M. Turner, 1997- Asst. Director of Counseling Services
A., Lake Forest College; Psy.D., Illinois School of Professional Psychology

Sandra Jump, 1984- Coordinator of Health Services
R.N., Riverside-White Cross School of Nursing; College Health Certification, ANCC

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R.N., Presbyterian Hospital School of Nursing; B.S.N., East Carolina U.; M.S.N., Pace U.; N.P., Ohio State

Human Resources

William C. Acklin, 1976- Director of Human Resources
B.S., Ohio State U.; M.B.A., U. of Dayton

James P. Ables, 1995- Associate Director of Human Resources
B.A., Buffalo State College; M.A., U. of Akron

Library

Lynn Scott Cochrane, 2000- Director of Libraries
B.A., U. of North Carolina-Charlotte; M.S., Catholic U. of America; Ph.D., Virginia Polytechnic Inst. and

Debra Andreadis, 2001- Science Liaison/Reference Librarian
B.S., Ohio State U.; M.S., M.S.,U. of Tennessee

Kevin Furniss, 2000- Cataloging/Systems Support Librarian
B.Ed., U. of Alberta; M.L.I.S., U. of Alberta

Earl Griffith, 1989- Head of Collection Development/Reference Librarian
B.A., Morehead State U.; M.L.S., U. of Kentucky; M.A., Bowling Green State U.

Joann Hutchinson, 1981- Electronic Resources Librarian/ Reference Librarian
B.A., M.L.S., Indiana U.

Mary Prophet, 1980- Head of Reference/Head of Documents
B.S., Alabama College; M.S., Wichita State U.; M.L.S., Kent State U.

Susan Scott, 1996- Library Instruction Coordinator/Reference Librarian
B.S., M.A., Ohio State U.; M.L.S., Kent State U.

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B.A., West Virginia U., M.L.S., Kent State U.

Multicultural Affairs

Betty M. Lovelace, 1990- Director of Multicultural Affairs
B.S., M.S., North Carolina A&T State U.; Ed.D., Virginia Polytechnic Institute & State U.

Off-Campus Study

Patti Brown, 1990- Assistant Dean for Off-Campus Study
B.A., Hope College

Physical Plant

Arthur J. Chonko, 1996- Director of Physical Plant
B.S.M.E., Ohio U.; P.E.

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ronica M. Hintz, 1990- Director of Administrative Services

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.A., Waynesburg College; M.A., Ohio U.

ligious Life

ıy Ard, 2002- Interim Chaplain
.A., Denison U., M.T.S., Vanderbilt Divinity School

ıl Enke, 2000- Roman Catholic Chaplain
.A., College of St. Charles Borromeo; M.Div., Atheneum of Ohio - Mt. St. Mary's of the West

vid O. Woodyard, 1960- Adjunct Chaplain
.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School

h L. Walter, 1999 - Jewish Fellowship Co-Adviser
.S., Rutgers; M.P.T., Emory U.

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S., U. of Dallas; M.A., Ph.D., Rice U.

n L. Jackson, 1974 - Adjunct Chaplain
S., Miles College; M.Div., Harvard Divinity School, Ph.D., Ohio State U.

old Van Broekhoven, 2002 - Adjunct Chaplain
A., Wheaton Collelge; Ph.D., Boston U.

urity and Safety

ret Moore, 1999- Chief Campus Security and Safety
S., M.P.A., U. of Delaware

n A. Principe III, 2001- Environmental Health and Safety Officer
S., Wheeling Jesuit College

yter Union/Student Activities

n F. Beckman, 1995- Assistant Dean of Students/Director of Slayter Union and Student Activities
A., Creighton U., M.S., Emporia State U.

n Koerner, 2002- Assistant Director of Student Activities for Leadership
S.J., U. of Kansas; M.S., Miami U.

ıan Hanke 2002- Assistant Director of Student Activities for Programming
A., Baldwin-Wallace Collete; M.S., Western Illinois U.

versity Resources and Public Affairs

berly Andes Parrill, 1996 - Associate Director of Annual Programs
S., B.A., Ashland U.; M.Ed., U. of Akron

than Bridge, 1990- Senior Development Officer
A., Denison U.

Stewart B. Dyke, 1983- Director of Public Affairs
B.J., U. of Missouri

Roberta J. Falquet, 1989- Senior Development Officer
B.S., Bowling Green State U.

John R. Hire, 1974- Editor of New Media
B.S., Ohio State U.

Susan Stoner Leithauser, 1999- Associate Director of Alumni Affairs
B.A., Denison U.

Marion M. Massa, 1989- Director of Information Services
B.A., Denison U.

Fleur W. Metzger, 1985- Publications Editor
B.S., Northwestern U.

Nancy Noecker, 1979- Associate Director of the Annual Fund/Parent Programs
B.S., Ohio State U.

William A. Robbins, 2002- Associate Director of Information Services
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B.A., Marshall U.

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A.B., M.A., Indiana U.

Robert G. Seith, 1978-84, 1989- Advancement Communications Manager
B.A., Denison U.; M.A., U. of Arkansas

Gregory J. Sharkey, 1995- Senior Development Officer
B.A., Denison U.; J.D., Villanova U.

Curtis A. Thompson, 1979- Director of Major and Planned Giving
B.S., Northern State University; M.S., U. of Oregon

Andrew J. Whittier, 1997- Director of Annual Fund
B.A., St. Lawrence U.

Mariah A. Wright, 2000 - Asst. Director of the Annual Fund
B.A., Hiram College

TBA, Director of Alumni Affairs

Women's Programs

Lakesia D. Johnson, 1997- Director of Women's Programs
A.B., Smith College; M.A., J.D., Ohio State U.

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Independent Study, 12
Individually Designed Majors, 6
Information Resources, 21
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Denison University 2002-03 Academic Calendar

Fall Semester

ptember	2	Monday	Registration and classes begin, 8:30 a.m.
tober	11-13	Friday-Sunday	Parents Weekend
tober	21	Monday	Midsemester grades due
tober	24-25	Thursday, Friday	Board of Trustees meeting
tober	26-27	Saturday-Sunday	Homecoming
vember	7-22	Monday - Friday	Pre-registration for Spring semester
vember	22	Friday	Thanksgiving vacation begins at the end of classes
cember	2	Monday	Classes resume - 8:30 a.m.
cember	13	Friday	Classes end
cember	14-15	Saturday-Sunday	Reading and study days
cember	16-17	Monday-Tuesday	Final examinations
cember	18	Wednesday	Reading and study day
cember	19-21	Thursday - Saturday	Final examinations
cember	22	Sunday	Residence Halls close, noon

Spring Semester

uary	13	Monday	Registration, classes begin
uary	20	Monday	Martin Luther King Day celebration (No classes)
uary	24-25	Friday-Saturday	Board of Trustees meeting
rch	5	Wednesday	Midsemester grades due
rch	7	Friday	Spring vacation begins at the end of classes
rch	17	Monday	Classes resume - 8:30 a.m.
rch-April	31-11	Monday-Friday	Pre-registration for Fall semester 2003
ril	7	Monday	Honors Projects due
ril	11-12	Friday-Saturday	Board of Trustees meeting
ril	28	Monday	Classes end
ril	29	Tuesday	Reading and study day
ril-May	30-2	Wednesday-Friday	Final examinations
y	3-4	Saturday-Sunday	Reading and study days
y	5-6	Monday-Tuesday	Final examinations
y	10	Saturday	Baccalaureate Services - 1:30 p.m. and 4:00 p.m.
y	11	Sunday	Commencement - 12:30 p.m.

May Term

	12	Monday	May Term begins
	13	Thursday	May Term reports due for transcript reporting

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